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VOL. III

JUNE, 1913

NO. 1

State Normal School

QUARTERLY

Springfield, South Dakota



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ANNOUNCEMENTS FOR 1913-14



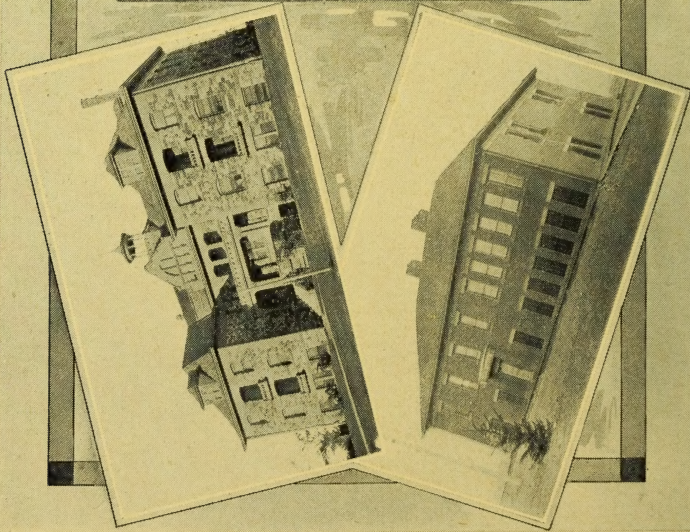
UNIVERSITY OF ILLINOIS

JUN 17 1913

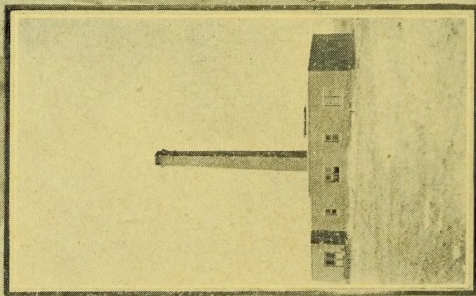
PRESIDENT'S OFFICE

Published by the School

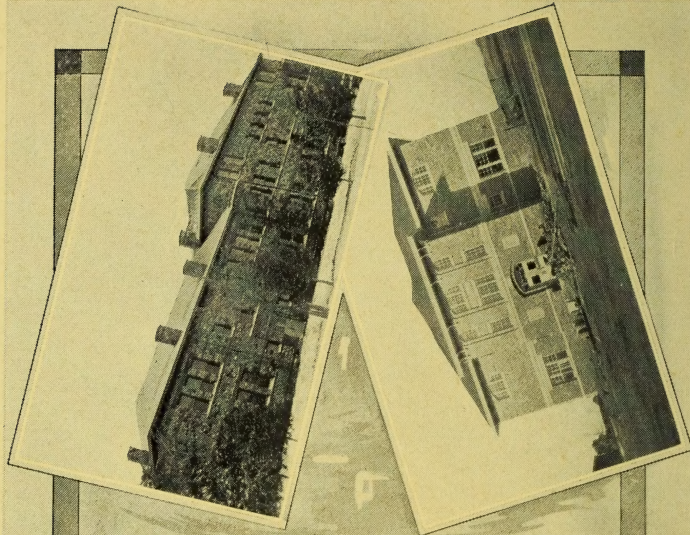
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South Dakota, under the Act of August 24, 1912



Girls' Dormitory.

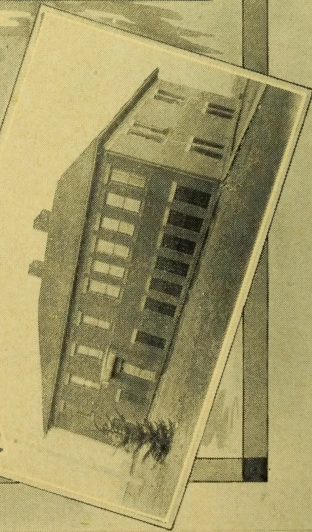


Power House



Main Building

Science Hall



Practice School

State Normal School

QUARTERLY

Springfield, South Dakota

Containing the

Sixteenth Annual Catalog

For the Year 1912-13

AND

Announcements for 1913-14

UNIVERSITY OF ILLINOIS
JUN 17 1913
PRESIDENT'S OFFICE

CAPITAL SUPPLY CO.
Pierre, S. D.

REGENTS OF EDUCATION

A. E. HITCHCOCK, Mitchell....Term expires Jan. 1, 1915
T. W. DWIGHT, Sioux Falls....Term expires Jan. 1, 1915
A. M. ANDERSON, Sturgis.....Term expires Jan. 1, 1917
AUGUST FRIEBERG, Beresford.Term expires Jan. 1, 1919
M. P. BEEBE, IpswichTerm expires Jan. 1, 1919

F. W. FORD, Secretary.....Elk Point
A. W. EWERT, State Treasurer, Treas. Ex-Officio, Pierre

STANDING COMMITTEE

AUGUST FRIEBERG

T. W. DWIGHT

H. H. GOODENOUGH.

Secretary of the State Normal School at Springfield

CALENDAR

1913-14

Fall Term, 1913 (12 weeks)

September 2, Tuesday—Beginning of Fall Term.

November 24, Monday—Close of Fall Term.

Winter Term, 1913-14 (12 weeks)

November 25, Tuesday—Beginning of Winter Term.

November 27, Thursday—Thanksgiving Day.

December 20, Saturday—Beginning of Holidays Recess.

January 6, Tuesday—Resumption of Winter Term.

March 3, Tuesday—Close of Winter Term.

Spring Term, 1914 (12 weeks)

March 10, Tuesday—Beginning of Spring Term.

May 31, Sunday—Annual Sermon.

June 2, Tuesday—Seventeenth Annual Commencement.

Close of Spring Term.

FACULTY, 1913-14

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid.*; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany.

Psychology and Education

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.; student Northern Illinois State Normal School.

Primary Critic

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin College; A. M., *ibid.*

History and Sociology

MARSHALL F. HOOPES, A. B.
A. B., Oberlin College

Mathematics

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid.*

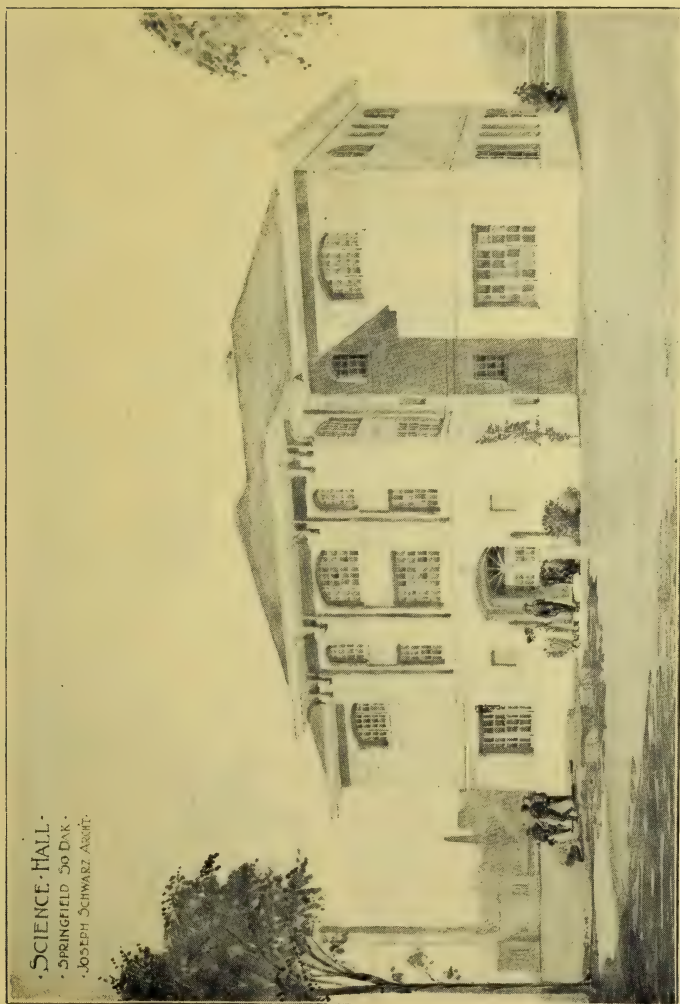
English

EDITH WARD, B. S.
B. S., Rio Grande College; graduate student Ohio State University.

Latin and German

ARTHUR B. CARR, A. B.
A. B., Albion College; graduate student University of Michigan.

Physics and Chemistry



SCIENCE HALL
SPRINGFIELD 50 DAK.
JOSEPH SCHWARTZ ARCHT.

Science Hall and Gymnasium.

HARRY SHERMAN STEIN, Di. M.
Di. M., Iowa State Teachers' College; graduate student
State University of Iowa.

Pedagogy

RUTH CHESTER, Pd. M.
Pd. B., State Normal School, Warrensburg, Mo.; Pd. M.,
ibid.; graduate student Bradley Polytechnic Insti-
tute, Peoria, Ill.

Drawing, Domestic Science, and Manual Training

GRACE BERENICE COOPER, A. B.

A. B., Beloit College.

Public Speaking and Assistant in English

PAUL M. GILMER, A. B.

A. B., Monmouth College; graduate student State Univer-
sity of Illinois and Purdue University.

Biology and Physiography

NINA B. STEPHENS.

Student Oberlin Conservatory of Music.

Piano and Voice

MAUDE E. CROWELL, Registrar
Graduate Ferris Institute, Big Rapids, Michigan.

Shorthand and Commercial Branches

MARY J. McCARDELL, B. C. S.

B. C. S., Wessington Springs Seminary.

Assistant in Business Department and Office

Stenographer

JESSIE A. WILKINS

Graduate of American Conservatory of Music, Chicago.

Violin and Piano

ALICE CORA MEYERS

Student Northern Illinois State Normal School.

Grammar Critic

HELEN C. PATEE

Student Northern Indiana Normal University.

Second Primary Critic

GRACE E. GRATZ

Graduate Greensburg (Pa.) Seminary; student Grove
City (Pa.) College and Valparaiso (Ind.) University.

Intermediate Critic

MARY ELIZABETH WOOD

Assistant Grammar Critic

Librarian

MRS. A. F. KELSEY, Matron

EARL DRYDEN, Engineer and Janitor

FACULTY, 1912-13

The faculty for the school year 1912-13 was the same as that for 1913-14, with the exception that it did not include Paul M. Gilmer, A. B., Biology and Physiology; Jessie A. Wilkins, Violin and Piano; and Mary Elizabeth Wood, Assistant Grammar Critic.

The following names appeared in the list:

ADELIA D. HILTON

Student University of Minnesota, University of Chicago,
and Northern Illinois State Normal School.

Assistant Grammar Critic

GILBERT G. FITES

Graduate State Normal School, Springfield.

Librarian. (Till Jan. 1, 1913.)

RALPH M. YORK, Acting Librarian

(After Jan. 1, 1913.)

Furthermore in 1912-13 Grace B. Cooper, A. B., was instructor in Public Speaking and Assistant in Piano.

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000.00 for a science hall and central heating plant, which were constructed in 1912-13.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

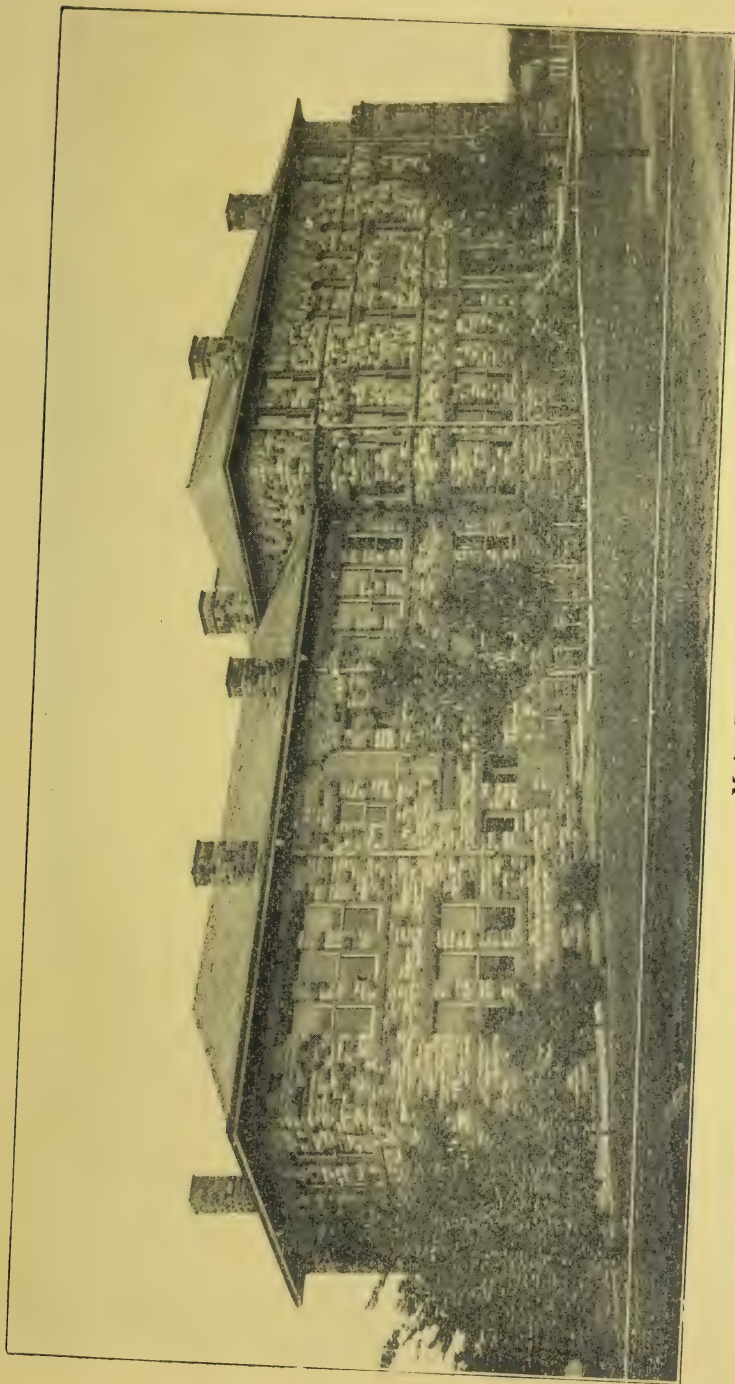
The young women's dormitory is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroughly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, and pump and compression tank of the water system.



Main Building.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition and Incidental Fees—For tuition and incidental fees each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for music lessons, look under Music. A fee of \$3 per term is charged for weekly half-hour lessons in public speaking. A small additional fee is charged those working in laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. The following are the rents:

Front corner rooms, 60 cents; rear corner rooms, 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.90 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition and fees for 36 weeks.....	\$12.00
Room rent at 40 cents.....	14.40
Board in Dining Club.....	104.40
Text-Books	15.00
Total	<hr/> \$145.80

Requirements for Admission

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools, will be admitted to the first year classes without examination. Other suitable persons will be admitted

to the proper classes on giving evidence of their ability to do the work.

AFFILIATION.

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first two years of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, a girls' club for moral, social, and physical improvement, an athletic association, two literary societies, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life certificate.

Related Courses

This school also offers opportunity to students to take the commerical branches and private lessons in piano and vocal music, and public speaking. (See Business and Music Courses.)

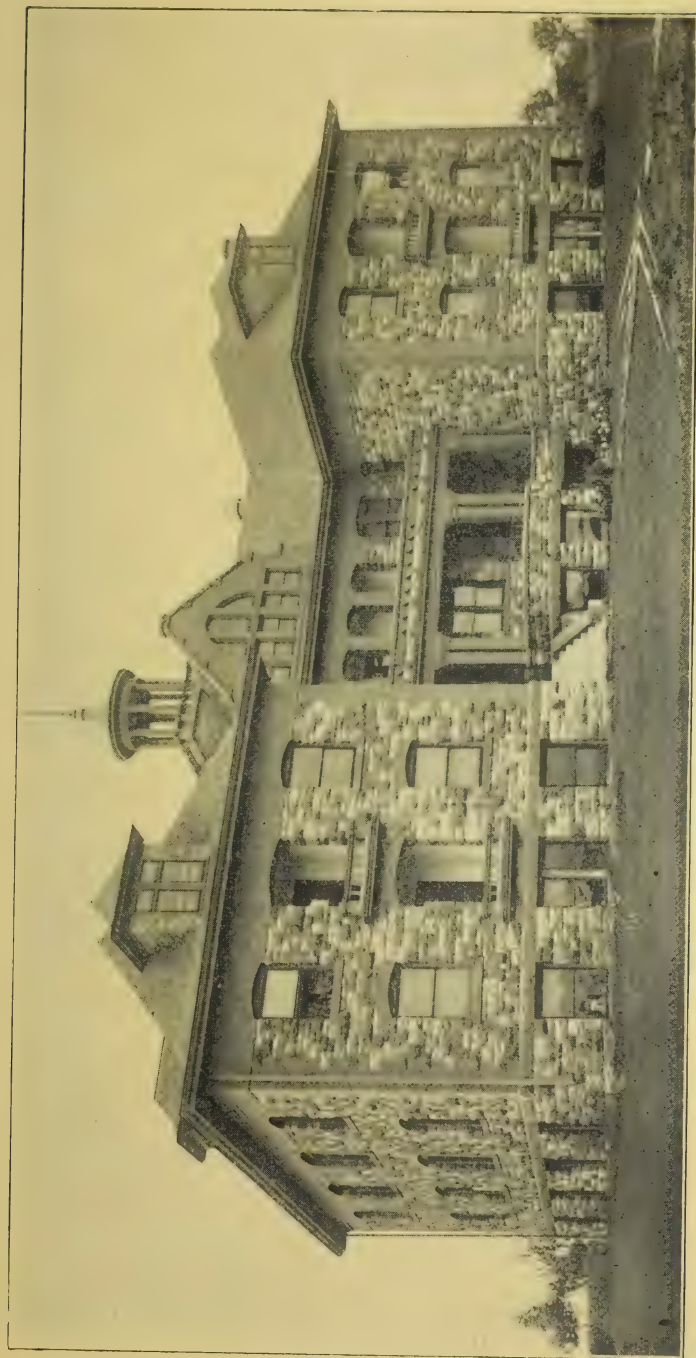
CLASSIFICATION OF SUBJECTS

The subjects of instruction in the Normal School may be grouped as follows:

I. Academic Studies of High School and College Grade: Required

Algebra
Plane Geometry
General History
Am. History
English
Rhetoric
Am. Literature
Eng. Literature

Physiography
Physiology
Physics or Botany
Civics
Nature Study and
Agriculture or
Biology
Elementary Ethics



Young Women's Dormitory.

Elective

Botany or Physics	History
Zoology	Medieval
Astronomy	Modern
Chemistry	English
Psychology	Drawing
Ethics	Manual Training
Latin	Domestic Science
German	Economics
Advanced Algebra	Sociology
Solid Geometry	Public Speaking
Trigonometry	

Credits in any of these subjects will be accepted from high schools, academies, colleges, and other normal schools.

II. Common Branches of Study:

Arithmetic	Orthography
Physiology	Writing
Geography	Reading
Eng. Grammar	Drawing
U. S. History	Music
S. Dak. History	Current Events
Civil Government	

Work done elsewhere in these subjects before graduating from the eighth grade will not be credited, since the work required in the Normal School is of an advanced and semi-professional character.

III. Professional Subjects:

Pedagogy (Didactics, Methods, School Management)
 Psychology
 History of Education
 Principles of Education
 Teachers' Reviews
 Practice Teaching and Observation

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the Elementary Course all the subjects listed are required. In the other courses some studies are required, and others are elective,

and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Orthography	5	Reading & Literature	5	Reading & Literature	5
Arithmetic	5	Arithmetic	5	Arithmetic or Book-keeping	5
English Grammar	5	English Grammar	5	English Grammar	5
Geography	5	U. S. History	5	Physiology & Hygiene	5

SECOND YEAR

Required Studies

General or Ancient History I.....	5	General or Ancient History II.....	5	General or Ancient History III ...	5
Agriculture & Nature Study I... ..	5	Agriculture & Nature Study II... ..	5	Agriculture & Nature Study III... ..	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III... ..	2
Drawing I.....	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Civil Government. 5		Didactics & Practice Teaching..	4	Didactics & Practice Teaching .	4
		S. D. Hist. & Current Events ...	1	S. D. Hist. & Current Events ...	1

INTERMEDIATE NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Algebra I.....	5	Algebra II.....	5	Algebra III.....	5
English I.....	5	English II.....	5	English III.....	5
Physiography I... 5	5	Physiography II.. 5	5	Physiology.....	5
Agriculture & Na- ture Study I... 5	5	Agriculture & Na- ture Study II.. 5	5	Agriculture & Na- ture Study III.. 5	5
or		or		or	
Biology I.....	5	Biology II.....	5	Biology III.....	5

SECOND YEAR

Required Studies

Plane Geometry. I 5	Plane Geometry II 5	Plane Geometry III 5
English IV..... 5	English V..... 5	English VI..... 5
General or Ancient History I..... 5	General or Ancient History II.... 5	General or Ancient History III.... 5
Elective..... 5	Elective..... 5	Elective..... 5

Elective Studies

Pub. Speaking I.. 5	Pub. Speaking II. 5	Pub. Speaking III 5
German I..... 5	German II..... 5	German III..... 5
Latin I..... 5	Latin II..... 5	Latin III..... 5
Botany I..... 5	Botany II..... 5	Botany III..... 5
Special Inst. Music 1	Special Inst. Music 1	Special Inst. Music 1

THIRD YEAR

Required Studies

English VII..... 5	English VIII.... 5	English IX..... 5
Am. History I... 5	Am. History II.. 5	Civics I..... 5
Vocal Music I... 2	Vocal Music II... 2	Vocal Music III... 2
Drawing I..... 2	Drawing II..... 2	Drawing III..... 2
El. Ethics..... 1	El. Ethics..... 1	El. Ethics..... 1
Elective..... 5	Elective..... 5	Elective..... 5

Elective Studies

Latin IV..... 5	Latin V..... 5	Latin VI..... 5
German IV..... 5	German V..... 5	German VI..... 5
Algebra IV..... 5	Solid Geometry I. 5	Solid Geometry II 5
Medieval History 5	Modern History I 5	Modern History II 5
Special Inst. Music 1	Special Inst. Music 1	Special Inst. Music 1

FOURTH YEAR**Required Studies**

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Psychology I.....	5	General Methods I	5	General Methods II	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Writing & Orthog- raphy	5	S. D. Hist & Cur- rent Events ...	1	S. D. Hist & Cur- rent Events ...	1
		Practice Teaching	4	Practice Teaching	4
Elective	5	Elective	5	Elective	5

Elective Studies

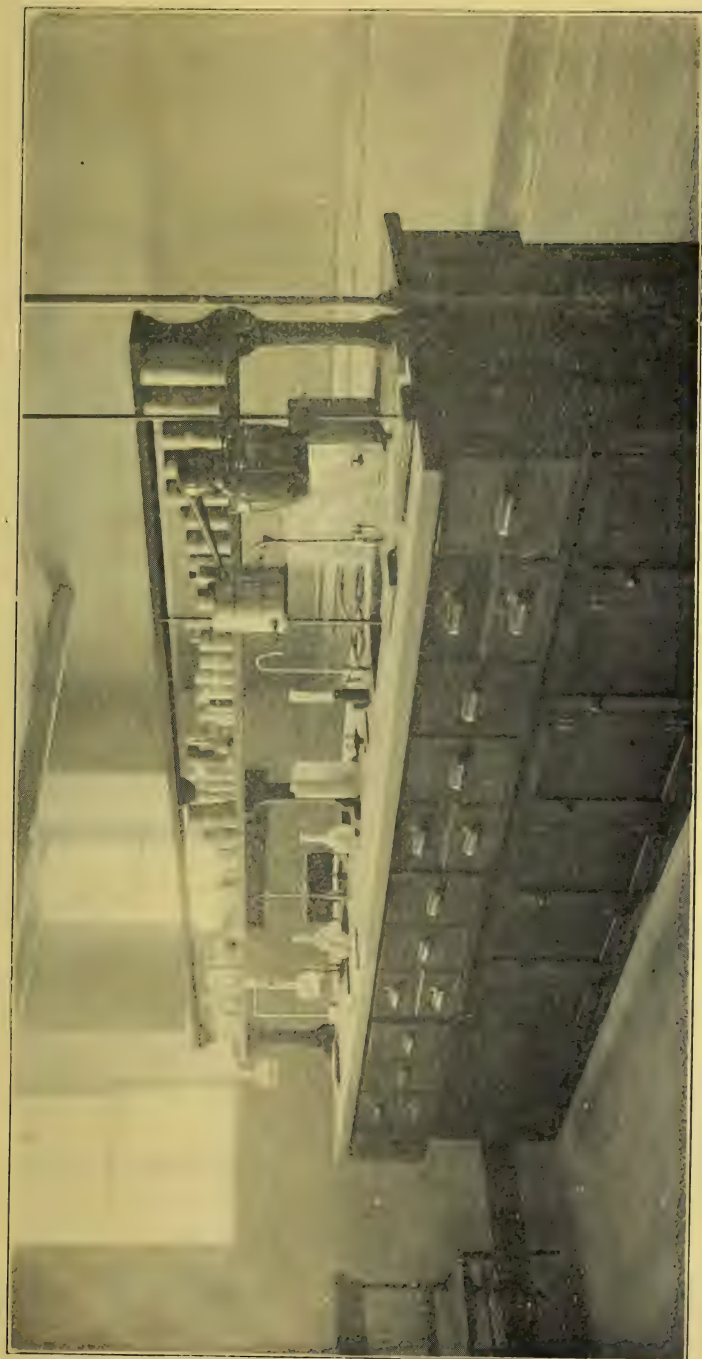
German VII	5	German VIII	5	German IX	5
Latin VII	5	Latin VIII	5	Latin IX	5
Zoology I.....	5	Zoology II	5	Zoology III	5
Manual Training...	5	Manual Training...	5	Manual Training...	5
Drawing IV	5	Drawing V	5	Drawing VI	5
Vocal Music IV...	3	Vocal Music V ...	3	Vocal Music VI ..	3
Household Chem- istry I	5	Household Chem- istry II	5	Household Chem- istry III	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

ADVANCED NORMAL COURSE**THIRD YEAR****Required Studies**

English VII	5	English VIII	5	English IX	5
Am. History I ...	5	Am. History II ..	5	Civics I	5
Physiology I	5	Physiology II ...	5	Physiology III ...	5
Elective	5	Elective	5	Elective	5

Elective Studies

Zoology I	5	Zoology II	5	Zoology III	5
German VII	5	German VIII	5	German IX	5
Latin VII	5	Latin VIII	5	Latin IX	5
Algebra IV	5	Algebra V	5	Algebra VI	5
Pub. Speaking I. .	5	Pub. Speaking II. .	5	Pub. Speaking III .	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III ..	2
Drawing I	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1



Chemical Laboratory.

FOURTH YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
English X	5	English XI.....	5	English XII	5
*Physics or Bot-		*Physics or Bot-		*Physics or Bot-	
any I	5	any II	5	any III	5
Electives	10	Electives	10	Electives	10
*Physics is required for Life Diploma.					

Elective Studies

Civics II	5	Economics	5	Ethics	5
Man. Training I ..	5	Man. Training II ..	5	Man. Training III ..	5
Medieval History ..	5	Modern History I ..	5	Modern History II ..	5
Latin X	5	Latin XI	5	Latin XII	5
Drawing IV	5	Drawing V	5	Drawing VI	3
Vocal Music IV ..	3	Vocal Music V	3	Vocal Music VI ..	3
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

JUNIOR YEAR

Required Studies

Psychology I	5	Psychology II	5	Hist. of Education ..	5
Pedagogy I	5	Pedagogy II	5	Pedagogy III	5
Vocal Music I	2	Vocal Music II....	2	Vocal Music III..	2
Drawing I	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II	5	Chemistry III ...	5
Dom. Science I... ..	5	Dom. Science II..	5	Dom. Science III ..	5
Man. Training IV ..	5	Man. Training V. ..	5	Man. Training VI ..	5
Perspective Draw-		Perspective Draw-		Perspective Draw-	
ing & Design I..	3	ing & Design II ..	3	ing & Design III ..	3
Hist. of Art & Pic-		Hist. of Art & Pic-		Hist. of Art & Pic-	
ture Study I ...	2	ture Study II..	2	ture Study III..	2
Vocal Music VII..	4	Vocal Music VIII ..	4	Vocal Music IX ..	4
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

SENIOR YEAR

Required Studies

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practice Teaching	15	Principles of Edu-		Principles of Edu-	
		cation I	4	cation II	4
		S. D. Hist & Cur-		S. D. Hist & Cur-	
		rent Events ...	1	rent Events ...	1
		Electives	10	Electives	10

Elective Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Ethics	5	Astronomy	5	Geology	5
*Sociology or Ec-		Adv. Psychology .	5	Adv. Psychology .	5
nomics I	5	Sociology or Eco-		Sociology or Eco-	
Mathematics	5	nomics II.....	5	nomics III.....	5
Biology	5	Mathematics	5	Mathematics	5
History	5	Biology	5	Biology	5
Adv. Physics	5	History	5	History	5
Domestic Art I... 5		Adv. Physics	5	Adv. Physics	5
		Domestic Art II.. 5		Domestic Art III .	5
*Required for Life Diploma.					

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES**Required Studies**

Psychology I	5	General Methods I 5	General Methods II 5
Teachers' Reviews		Teachers' Reviews	Teachers' Reviews
Arithmetic	5	Grammar	5
		Reading	2
Writing & Orthog-		Geography	3
raphy	5	S. D. Hist & Cur-	
		rent Events ...	1
Elective	5	Practice Teaching 4	Practice Teaching 4
		Elective	5
		Elective	5

Elective Studies

Household Chem-		Household Chem-		Household Chem-	
istry I	5	istry II	5	istry III	5
Dom. Science I..	5	Dom. Science II..	5	Dom. Science III 5	
German VII	5	German VIII	5	German IX	5
Latin VII	5	Latin VIII	5	Latin IX	5
Zoology I	5	Zoology II	5	Zoology III	5
Manual Training.	5	Manual Training.	5	Manual Training.	5
Vocal Music I ...	2	Vocal Music II ..	2	Vocal Music III... 2	
Drawing I	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Vocal Music IV ..	3	Vocal Music V ...	3	Vocal Music VI ..	3
Drawing IV	5	Drawing V	5	Drawing VI	5
Special Inst. Music 1		Special Inst. Music 1		Special Inst. Music 1	

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES**JUNIOR YEAR****Required Studies**

Psychology I	5	Psychology II ...	5	Hist. of Education 5	
Pedagogy I	5	Pedagogy II	5	Pedagogy III	5
Vocal Music I ...	2	Vocal Music II ...	2	Vocal Music III... 2	
Drawing I	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
English XIII	5	English XIV	5	English XV	5
German X	5	German XI	5	German XII	5
Chemistry I	5	Chemistry II	5	Chemistry III	5
Dom. Science I . . .	5	Dom. Science II . . .	5	Dom. Science III . . .	5
Manual Training . .	5	Manual Training . .	5	Manual Training . .	5
Perspective Drawing & Design I .	3	Perspective Drawing & Design II .	3	Perspective Drawing & Design III .	3
Hist. of Art & Picture Study I . . .	2	Hist. of Art & Picture Study II . . .	2	Hist. of Art & Picture Study III . . .	2
Vocal Music VII . .	4	Vocal Music VIII . .	4	Vocal Music IX . . .	4
Special Inst. Music .	1	Special Inst. Music .	1	Special Inst. Music .	1

SENIOR YEAR

Required Studies

Teachers' Reviews	Teachers' Reviews	Teachers' Reviews
Arithmetic	Grammar	Reading
		Geography
Practice Teaching 15	Principles of Education I	Principles of Education II
	S. D. Hist. & Current Events . . .	S. D. Hist. & Current Events . . .
	Electives	Electives

Elective Studies

Ethics	Astronomy	Geology
*Sociology or Economics I . . .	Adv. Psychology 1 . . .	Ad. Psychology II . . .
Mathematics	Sociology or Economics II . . .	Sociology or Economics III . . .
Biology	Mathematics	Mathematics
History	Biology	Biology
Adv. Physics	History	History
Domestic Art I . .	Adv. Physics	Adv. Physics
	Domestic Art II . . .	Domestic Art III . . .

*Required for Life Diploma.

Botany or Zoology may be substituted for
Biology and Agriculture and Nature Study.

OUTLINE OF SUBJECTS

1 Academic Studies

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX—The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:



Auditorium.

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Everyman" as an example of a morality play. Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's *Elegy in a Country Churchyard*.

e. The Revolutionary group of romantic poets:

Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayist of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's *Idylls of the King* compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Throughout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1913-15

For Reading

Group I.—(Two to be selected)

Selections from the Old Testament.

The *Odyssey*, omitting, if desired, Books I-V, XV-XVII.

The *Iliad*, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI.

Virgil's *Æneid*.

Group II.—(Two to be selected)

Shakespeare's *Merchant of Venice*.

Shakespeare's *Midsummer Night's Dream*.

Shakespeare's *As You Like It*.

Shakespeare's *Twelfth Night*.

Shakespeare's *Henry V*.

Shakespeare's *Julius Cæsar*.

Group III.—(Two to be selected)

George Eliot's *Silas Marner*.

Goldsmith's *Vicar of Wakefield*.

Either Scott's *Ivanhoe*, or Scott's *Quentin Durward*.

Hawthorne's *House of the Seven Gables*.

Defoe's *Robinson Crusoe*, Pt. I.

Either Dicken's *David Copperfield*, or Dicken's *Tale of Two Cities*.

Thackeray's *Henry Esmond*.

Mrs. Gaskell's Cranford.
Stevenson's Treasure Island.

Group IV—(Two to be selected)

Sir Roger de Coverley Papers.

Franklin's Autobiography.

Irving's Sketch Book.

Macaulay's Essays on Lord Clive and Warren Hastings.

Thackeray's English Humorists.

Bunyan's Pilgrim's Progress, Part I.

Selections from Lincoln's Addresses and Letters.

Parkman's Oregon Trail.

Either Thoreau's Walden, or Huxley's Autobiography and selections from Lay Sermons.

Stevenson's Inland Voyage and Travels with a Donkey.

Group V—(Two to be selected)

Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village.

Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal.

Scott's Lady of the Lake.

Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Palgrave's Golden Treasury (First Series), Books II and III.

Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum.

Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

Browning's Select Poems.

Palgrave's Golden Treasury (First Series), Book IV.

Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound.

LATIN

The Latin course includes four years of study, and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—Inflectional forms and the simpler rules of syntax are studied. Special attention is given to pronunciation as an essential to efficiency. The mastery of vocabularies is required, and pupils are encouraged to study derivatives. Easy Latin reading and simple prose composition are early taken up, followed later in the year by a translation of the introductory chapters in the first book and the whole of the second book of Caesar's Commentaries on the Gallic War. A comparison of the

English and Latin modes of expression is made, and forms and constructions are kept before the pupil. The chief aims are a knowledge of the subject matter and its expression in smooth idiomatic English, which necessitates, on the part of the pupil, a literal translation.

Latin IV, V, and VI—The study of Caesar's Gallic War is continued as begun in first year. Books I, III, and IV are completed, after which either the Gallic War is continued, or selections from Caesar's Civil War are studied. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are considered in class work. The study of syntax and vocabulary is continued by means of the text and prose composition. Sight translation is used frequently, and idiomatic English is required in all translations.

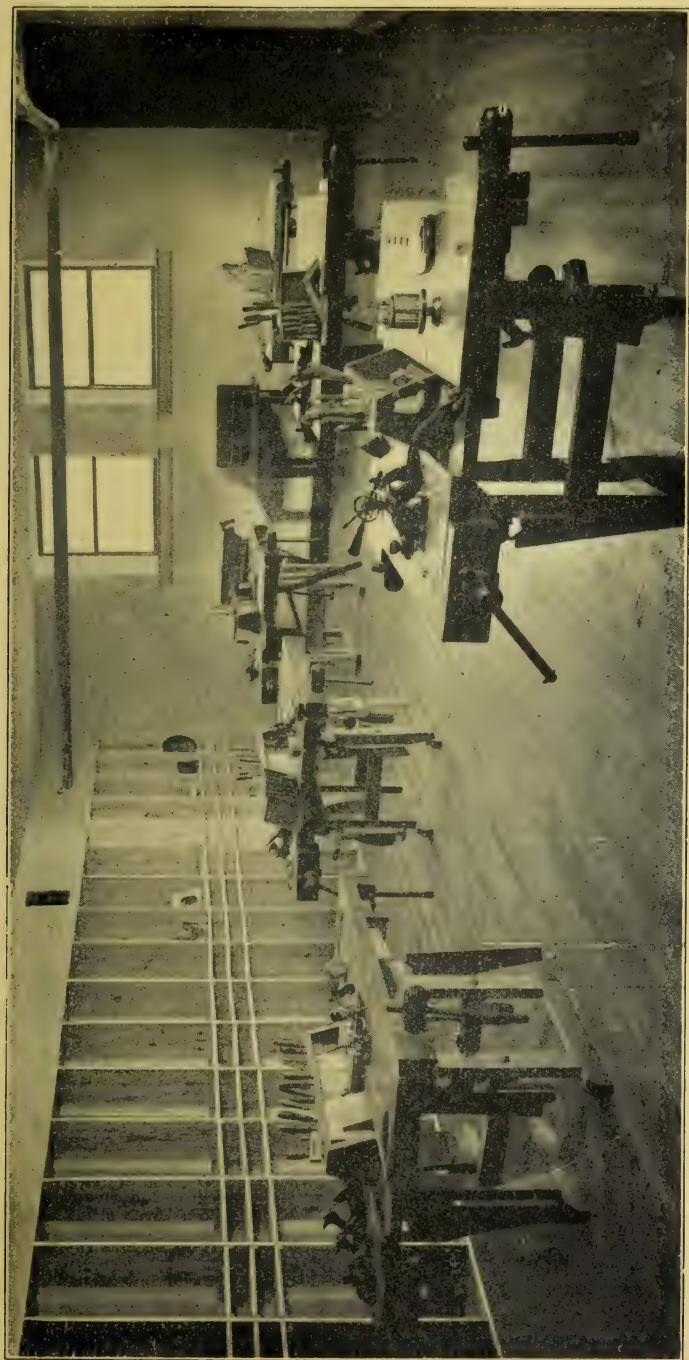
Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, orator, and philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's *Æneid* and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation-work is a prominent feature of the courses. Just as the translating of English must be into idiomatic German,



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so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's *Germelshausen*, Storm's *Immensee*, and Hauff's *Das Kalte Herz*. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's *Minna von Barnhelm* and Eichendorff's *Taugenichts*. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Scheffel's *Der Trompeter von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, and XII—The fourth year is given to the study of more difficult masterworks of German literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and III.....	3 terms
Medieval History	1 term
Modern History I and II.....	2 terms
English History	1 term
Advanced American History I and II.....	2 terms

South Dakota History and Current Events...1 term

One period weekly (see Common Branches)

United States History, Teachers' Review...1 term

(See Professional Subjects)

Additional courses as called for.....3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required of all students, and is scheduled for study during the second year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thorough study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. Throughout the course some standard general history is used as a guide, but constant reference work is required in addition.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the fall and winter terms. During the fall term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Forman's Advanced Civics.

Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's City Government in the United States.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The

welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

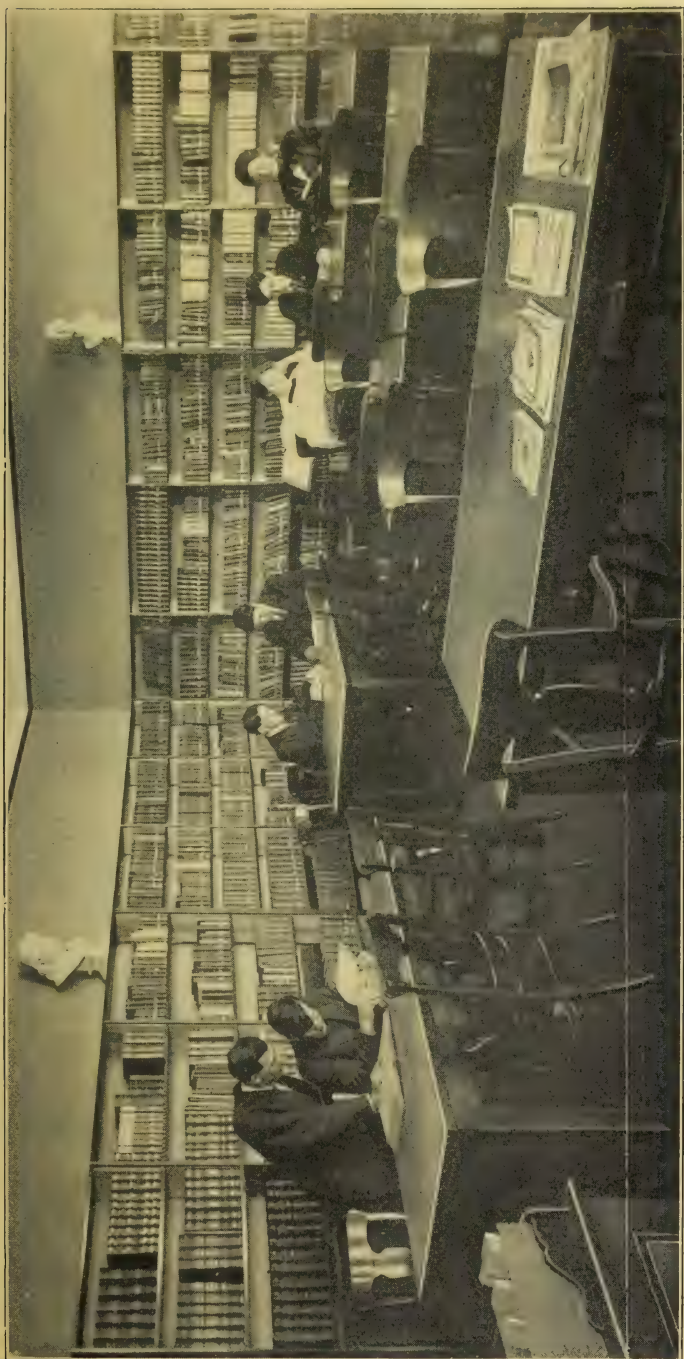
Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced students. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. An advanced text will be used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues throughout the year. After becoming familiar with the generally accepted ideas regarding the science of society the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Gidding's *Principles of Sociology* is the main text used.



Library.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III	3 terms
Plane Geometry I, II, and III	3 terms
Advanced Algebra	1½ terms
Solid Geometry	1½ terms
Trigonometry	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects.)	
Business Arithmetic (See Business Courses.)	
Bookkeeping (See Business Courses.)	

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries

and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I, II, and III are prerequisites.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

Trigonometry I and II—In this course, a careful study is made of the relations of the sides and angles of a triangle. Right, oblique, and spherical triangles are studied in the order named. In connection with these, the use of Table of Logarithms is taught, as well as the use of tables which deal with the functions of the different angles. This course is offered only for those who have completed an equivalent of the other courses in mathematics offered in the Normal.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are stud-

ied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's *Elementary Zoology*.

BOTANY

Botany I, II, and III—This course continues throughout the year, and is arranged so as to overcome that undesirable feature found in many normal school courses in botany, where all the material needed in work is furnished fully prepared, thus training the teacher in a way that often results in his not knowing how to proceed when he is put in charge of a school. This course aims to lead the student direct to nature for the object of each lesson.

Instruction is given in the morphology and biology of plants, including a study in natural surroundings, so far as possible of type forms from the lowest to the highest. A study is made of the struggle for existence among plants, as is shown by their reaction and adaptations to the various factors in their environments—water, light, soil, temperature, etc. The identification of trees, shrubs, and herbaceous plants, and their grouping into societies,

form a part of the work. Attention is given to methods of preparation and preservation for future use. The intimate relations between botany and agriculture are constantly kept in view, and are emphasized by the working out of practical questions which serve to lead the student to reason for himself and draw his own references from the common phenomena about him. Special attention is given to the peculiar conditions in evidence in this section of South Dakota.

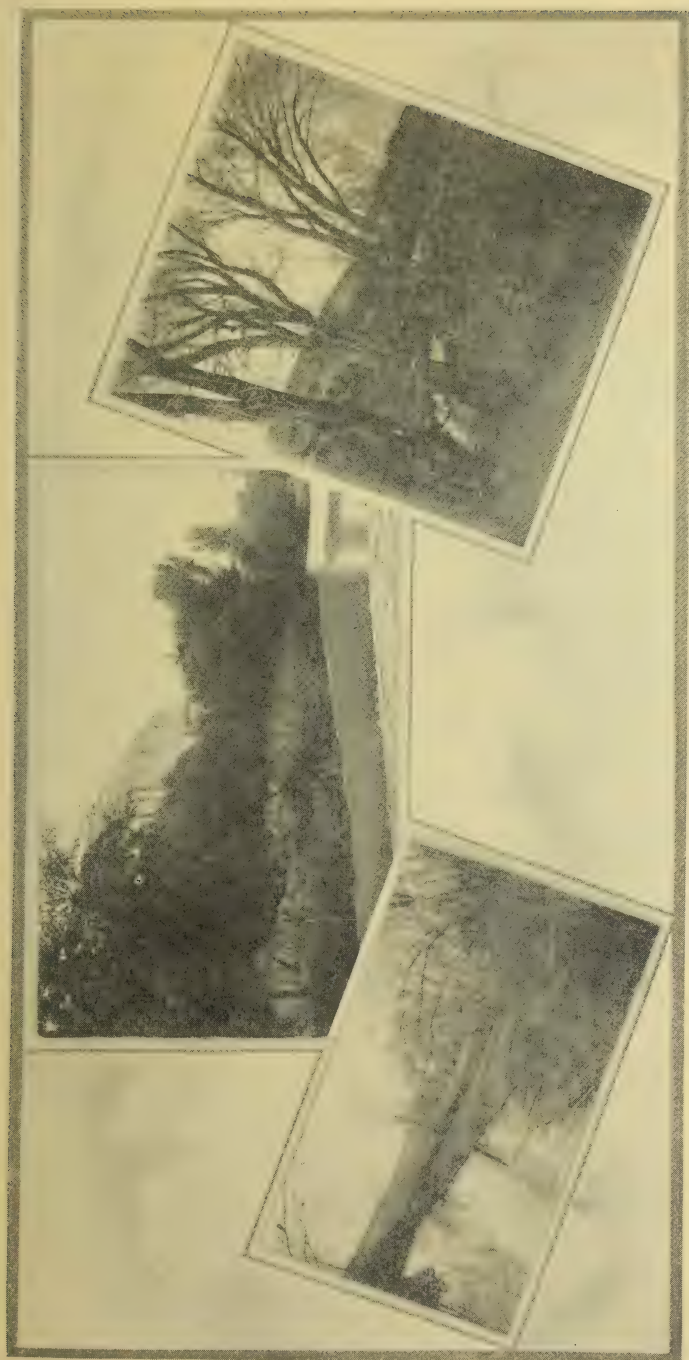
NATURE STUDY AND AGRICULTURE

Nature Study and Agriculture I, II, and III—This work is of an elementary nature. It is the intention of the course to introduce the student to method of procedure in laboratory investigation as well as observation made in the field. A method of learning how to learn is developed in each student, or, in other words, the student is taught to see what he is looking at. Such a habit is indispensable to the student, if he wishes to draw conclusions from or understand his work.

Throughout the fall term botanical specimens are studied. A knowledge of plant life is thus gained, which forms the foundation for the agricultural work taken up in the winter term. During this term the relation to man of plant and certain animals is considered, with special emphasis placed on means of destroying the noxious and preserving the beneficial species. The spring term deals almost entirely with such phases of animal life as are found most intimately associated with the welfare of man. No special equipment is used in the course. The work depends greatly on the seasons of the year and **outdoors** is the principal place of study. This arrangement aims to acquaint the prospective teacher with methods that can be used in the country schools, where no facilities for laboratory work are at hand.

PHYSIOLOGY

Physiology I, II, and III—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and under-



Botany Fields at Springfield.

stands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

The text used is *The Human Mechanism*, by Hough and Sedgwick.

PHYSICAL GEOGRAPHY AND GEOLOGY.

Physical Geography and Geology I and II—This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a term's work, the second term is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth processes of the past and present; methods of rock and soil formation and historical geology. Observations of the daily weather bulletins are made, and the records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock-formations of South Dakota, and to impress upon his mind the importance of soil-making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising two terms' work. The texts are Tarr's *New Physical Geography* and Norton's *Elements of Geology*.

PHYSICS

Physics I, II, and III—Physics is the science of all change not affecting the composition of substances. One year is given to the study of its elementary applications in which mechanics constitutes about one-third. The simple machines and their applications are carefully worked out. A student having completed this part of the work should be able to designate which of the simple machines any part of a complex machine is. Sound, light, heat, electricity, and magnetism, which constitute the remainder of the year's work, are taken up in order. Their ap-

plied uses are noted, and thus the student is taught the value of special study in any given field of labor. Reference work is required. This course is not a completion of the physical science, but a foundation upon which the student may build. An especially strong feature of this course is its laboratory accompaniment, where principles and laws are tested. The laboratory is well equipped and as the work necessitates it, more apparatus is added. Several manuals are used and a note book is kept. Breakage is charged to the student. To do this work satisfactorily the student must have a working knowledge of algebra and plane geometry. Text: Carhart and Chute.

Primary Batteries, Electrical Measurements, and Physical Technics, which are designed especially for teachers of physics, may be arranged for.

CHEMISTRY

Chemistry I, II, and III—This course is for beginners and serves as an introduction to chemical nomenclature, methods, and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of \$1.50 per term is charged to cover cost of chemicals used and necessary breakage, payable in advance. Extra breakage is charged to the student.

Text: Brownlee and others' First Principles of Chemistry. Courses in Qualitative Analysis and Oxidation may be arranged for by those prepared for them.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thoughts clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

Public Speaking I, II, and III—This is an elective during any year. It is designed to be a thoroughly practical course, which will enable the student to speak well and easily in public, and give him greater confidence in all oral work. Attention is given to correct breathing, proper carriage of the body, voice control, expression, articulation, and gesture.

The principles learned are applied early in the course to literary masterpieces delivered before the class and to exercises in oral composition. The various forms of public address are analyzed to discover the principles which govern their composition, and originals in each form are composed by the students and delivered before the class. A study of debating and argumentation, extemporaneous speaking and parliamentary law, completes the year's work.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically, using as material literary masterpieces. Work will be done in expression, management of voice, and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind; hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and constructions.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training; and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work of this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the students surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, paintings, and sculpture.

Drawing I—An elementary course in free-hand drawing is from life and still life. Some original composition of drawing is given, as well as dictated and copy work.



Geology Fields at Springfield.

The objects used during this term are based largely on the cylinder and sphere as types. The pencil and crayola are used.

Drawing II—This term's work is a continuation of the preceding term, and in addition includes time studies from plant form, and still life pose in both color and pencil and charcoal. Time is given to original composition and illustrative work, both in color, and black and white. The principles of elementary perspectives are taught.

Drawing III—More advanced work is given along the same lines of study. Special emphasis is given, however, to the principles underlying drawing. Some applied design is given. Free-hand sketching from objects in parallel and angular perspective, is done. Water color, charcoal, pencil, and crayons are used.

Drawing IV, V, and VI—This course is planned for those who desire to do more advanced work in drawing, and is devoted to still life, life and pose, and plant form in color, pencil, and charcoal; and pencil and color studies of exteriors and interiors of buildings. Still life and original composition in crayon, pencil, water color, charcoal, and charcoal and water color, are done. Some work in picture study is also given

Perspective Drawing and Design I, II, and III—This is an advanced course in drawing, the emphasis being placed on the principles underlying perspective drawing, including (1) diagram, (2) parallel, (3) angular, (4) oblique, and (5) free-hand or model drawing.

In this course is also included work in designing of textiles, wall and floor coverings, book-covers, etc., as well as the application of the original designs to articles made of cloth, paper, and leather. Some work will be given in cut and tooled leather, also in sheet metal.

History of Art and Picture Study I, II, and III—A history of painting and sculpture from the earliest times up to the present day is studied, including the lives of the greatest artists. Copies of the masterpieces of various nations will be made, not alone for technique but for a clearer knowledge of the pictures' meaning and beauty.

DOMESTIC SCIENCE AND ART

The thought underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement

of the nation depend upon the home, that the business of home making should be regarded as a profession and be given the most serious thought; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of thought.

The purpose of these courses is two fold, namely, to prepare the girls to be more capable in every day life, and to qualify them to teach these subjects in the schools of this State.

Domestic Science I, II, and III—In this course the following topics are covered; production of heat and ways of transmitting in cooking; physical and chemical changes effected in the preparation of food for serving; composition and nutritive value of foods: tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Domestic Art I, II, and III—Some of the points which are emphasized in this course are the value of well made clothing; a knowledge of materials, which will be of economic value; a study of materials in ready-made garments on the market; and a study of the conditions under which they are made. A limited time is given to costume design, textiles, and embroidery.

The first term's work is devoted to hand sewing, and involves the use of the chief forms of sewing—running stitch, basting, backstitch, overhanding, overcasting, hemming, making of seams, mitered and square corners, putting on bands, gathering, making of plackets, sewing on tapes, patching, darning, making of button-holes, sewing on buttons, hooks and eyes, hemstitching, and learning to make a few decorative stitches. One garment made by hand is required.

The second term is a continuation of the work of the previous term. In addition patterns are drafted from measure, and garments made from these, and others are made from patterns bought. By this plan the student is taught the general plan of pattern-making, and has drill in adjusting the patterns bought. Undergarments are made in this term. Special attention is given to the use and care of the sewing machine.

During the third term each student is required to make a simple cotton dress and a fancy summer dress. Costume design and millinery form a part of this course. Special reading and written reports on assigned topics are required during the third term.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Although the subjects are the same as those required in the grades of the common school, the work in the Normal School is more thorough and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the entire year. It is expected that every student deficient in these branches take up this course.

Reading and Literature—The course in Reading and Literature has been prepared especially for the Elementary Normal Course. In this course the student is given drill on the subject of phonetics, the use of diacritical marks, oral reading, and an intensive study of the more difficult literary selections that he will have to teach in the public schools. The demand for better teachers of reading requires a carefully prepared course of this kind.

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thorough treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the students seem to demand. The subjects will be developed along lines best suited to prepare students for teaching, and still the practical side will not be lost sight of. Special attention will be given, from time to time, to oral exercises and analysis. Students

that take this course must have completed successfully the work of arithmetic in the grades.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroughly, and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms.

Physiology—A term of physiology and hygiene is required in both the Elementary and Intermediate Courses. This course presupposes that the subject has been studied in the grades, and is, therefore, of an advanced nature, in which emphasis is placed upon the principles of hygiene and sanitation.

Geography—The course presented reviews the subject of world geography after a survey of the United States, as a basis for comparison. The phases particularly treated are political and commercial. The factor of visualization is made use of in map-making and the localizing of places in class work.

Civil Government—The chief aim of the subject is to impress on students their responsibilities as citizens and voters. The general principles of the American system of government are emphasized to show the subject in its application.

United States History—This course is intended to give the student a working outline of the subject, emphasis being placed upon chronological and geographical localization of events, and accurate statements of cause and effect. Some attention is also given to methods of teaching the subject in the rural and graded schools.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our State should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered, and particularly to those in advanced American history and civics.

Drawing—Two periods a week during the entire year are devoted to elementary drawing. This work is required of all completing normal courses.

Music—Instruction in vocal class music, designed es-



In Field and in Laboratory.

pecially for those who expect to teach, is given two periods a week throughout the year.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation, and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

Pedagogy I and II—In this course are discussed the general principles of method as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discussed are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the school curriculum.

Pedagogy III—The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Bidactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty-five minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brushwork, drawing, music, nature-study, sewing, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work is required of the students of the Elementary Course two forty-five minute periods a week for two terms. It consists of systematic observation of instruction in the model school and criticism on the same.

PRINCIPLES OF EDUCATION

Principles of Education I and II—This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values.

PSYCHOLOGY

Psychology I and II—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this science—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is *The Mental Man*, which is supplemented by Seashore's *Elementary Experiments in Psychology*.

The second term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

Advanced Psychology I and II—Two terms of advanced psychology are given whenever it is elected.

TEACHERS' REVIEWS

Method in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Method in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Method in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Method in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.

Method in Reading—In this course is considered what reading work should include: the material and the method for the grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and of modern methods, viewing each in the light of ultimate purpose, will be included. Reference reading is required.



Classes of 1913 Completing Advanced, Five Year, Intermediate, and Elementary Normal Courses.

BUSINESS COURSES

The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Writing & Spelling	5	Writing & Spelling	5	Writing & Spelling	5
Bookkeeping I...	5	Bookkeeping II...	5	Bookkeeping III...	5
Commercial Arithmetic I.....	5	Commercial Arithmetic II.....	5	Commercial Arithmetic III.....	5
Commercial Correspondence I..	5	Commercial Correspondence II..	5	Commercial Correspondence III	5
Shorthand	5	Shorthand	5	Shorthand	5
Typewriting		Typewriting		Typewriting	

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thorough drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—The student is taught the elements of bookkeeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business, so far as it is possible in a school. Text: Goodyear-Marshall.

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Penmanship—A plain business hand is taught, aiming at neatness and legibility.

Shorthand and Typewriting—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines are used, such as the L. C. Smith, the Underwood, and the Oliver. Texts: Gregg's Shorthand; Felch's Typewriting Manual.

A fee of \$1 a term is charged for the use of a typewriter one hour daily.

MUSIC

The Normal School offers thorough courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the master-pieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and three chorus clubs. These meet one hour each week for practice. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in Piano, Voice, and Violin. The time for completion cannot be fixed by the number of years of study or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

VOCAL MUSIC

The following courses in vocal music, taught in classes and open to all the students of the School free of charge, are offered:

Vocal Music I, II, and III—This course in the elements

of vocal music is given two periods a week, and is required of all students taking regular normal courses.

Vocal Music IV, V, and VI—The work of this year comes three times a week, and includes sight singing, ear training, melody writing, terminology, study of child voice, and of children's songs.

Vocal Music VII, VIII, and IX—This is a course of four periods a week, and covers methods, harmony, and the history of music.

In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

PIANOFORTE

Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the commands of the will.

Preparatory Course

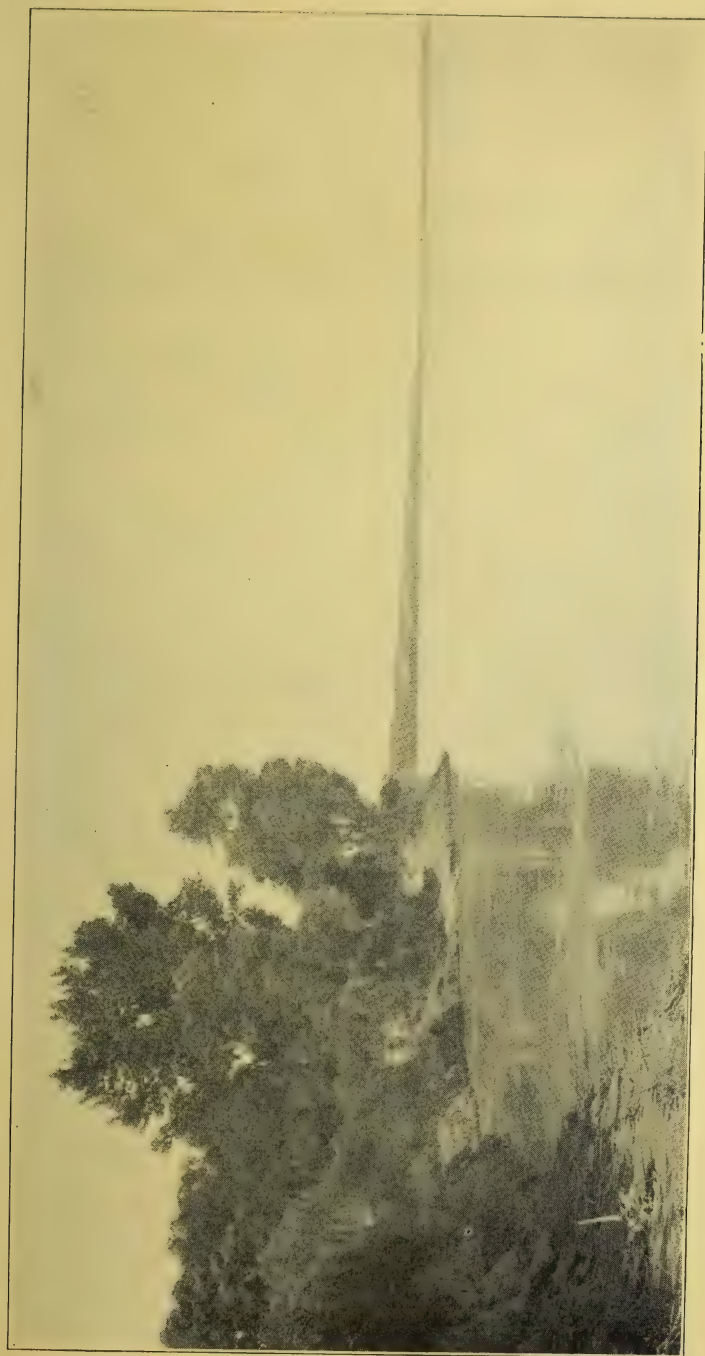
I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; Le Couppey, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65. Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in



Missouri River at Springfield

legato and staccato touch. Studies in phrasing Heller, Op. 45-46; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Couppey (La Difficulte); Compositions by Grieg, Godard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, Op. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer. Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubenstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course in harmony and musical history.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department. These are not occasions for display, but a means of discipline in musical training.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeriot, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thorough understanding of the essential principles of bowing are all impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

Fees.

A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per

term for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a term, on the basis of one hour's practice daily.

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Springfield
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Presho
Emma Webster Hill	Springfield
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy	San Francisco, Cal.
Catherine Julia Muller	Minneapolis, Minn.
Gerald Emile Muller	Tyndall
Walter Michael Quinn, M. D.	Zeeland, N. D.
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche Wood	Springfield

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling, M. D.	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwell	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Justina (Radway) Smith	Philip
Roy George Stevens, M. D.	Sioux Falls
Cora Elizabeth (Trumbo) Wetzberger	Doland
Marie Alberta (Voy) Hoard	Chicago, Ill.
Florence Edna (Young) Nichol	Aberdeen

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller	Sioux City, Iowa
Ben Harrison Bridgman	Top Bar

Edith Adelia (Bridgman) Graham	Elm Springs
Anna Margaret Brown	Chamberlain
Noda Agnes Brown	Woonsocket
Arthur Eastley	Wetashkiwin, Alberta, Canada
Zoa May (Flavin) King	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett	Armour
Anna Loretta Martin	Running Water
Maude Ethel (Marchant) Muller	Tyndall
Rosine Edna (McDonald) Plumb ...	Grand Junction, Colo.
Mary Alice Owens	Yankton
Effie Belle (Radway) Bridgman	Top Bar

1902

Eliza Maud Bussey	Tyndall
William Arthur Bussey	Tyndall
Erle Francis Craig	Greenwood
Robert Holland Frazee, A. B.	Seattle, Wash.
Lynden Miller Greene	Springfield
Susan May Harrison	New England, N. D.
Charles Lawrence Hill	Springfield
Helena Estella (Jones) Nelson	Tyndall
James Burdette Kelsey	Lethbridge, Alberta, Canada
Bessie Amelia (Monfore) Dempster	Springfield
Grace Edna Morrison	Columbus, Mont.
Grace Luvina (McCullum) Page	Luther, Iowa
John Francis Quinn, M. D.	Hosmer
Clara Emeline (Searles) Hickman	Cottonwood
Anna Henrietta (Stephens) Hall	Philip
Ralph Van Wood	Springfield

1903

Nina Muriel Campbell	Sioux City, Iowa
Florence Lorena (Gardner) James	Bonilla
Jessie Belle (Gardner) Hill	Springfield
Rosa Emma (Patten) Sells	Avon
Mabel Clare Smith	Springfield
Glen Eugene Sunderlin	Glenn Ferry, Mont.

1904

Rachel Viola Abott	Sioux City, Iowa
Myrtle Ida ((Best) Ray	Armour
Grace Emilie Cannam	Armour
Jennie Mary (Chatfield) Casson	Perkins
Valucia Violant (Curtis) Langsworthy ..	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper	Bonilla
Lavina Jane Hamilton	Olivet
Ida Mary Hildreth	Denver, Colo.
James Ignatius Keenan	O'Neill, Neb.



Girls' Glee Club.

Christine Bridget Kelly	Iona
Hanna Theodora Knapp	Sioux City, Iowa
Alberta America (Monfore) Humphrey	Howard
Cynthia Belle Orr	Meckling
Robert Joseph Quinn, M. D.	Aberdeen
Susie Edwina Wood	Springfield

1905

John Raymond Babb	Oak Park, Ill.
Erving Elmer Baldrige	Northville
Emma Benesh	Isabel
Hawley Franklin Colgrove	Los Angeles, Cal.
Ida Melvina Cooper	Beresford
Fred Eugene Dawes	Sioux City, Iowa
Charlotte Josephine (Dempster) Walsh	Owanka
Francis Joseph Farley	Beresford
Fred Ray Hildreth	Denver, Colo.
Helen Hunt (Hill) Chladek	Tyndall
Wilbur Arthur Hitchcock	Laramie, Wyo.
Mary Ann Hughes	Tyndall
Era R. (Keeling) Kirby	Springfield
Sadie Helen Lee	Avon
Orpha Mildred (Pegley) Root	Guthrie Center, Iowa
Irene Veronica Quinn	Parkston
Berenice Esther (Walker) Woodburn	Aberdeen
Eva Josephine Wilson	Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn	Zeeland, N. D.
Joseph Heinrich Boese	Adams, Mont.
Orilla Mae Cannam	Fairfax
Gertrude Cora (Colburn) Swayne	Oak Park, Ill.
Ella Mary (Foley) Janda	Wagner
Helen Margaret Frazee	Seattle, Wash.
Ada Agnes Greene	Tripp
Mabel Irene Hildreth	Denver, Colo.
Edna Ammala (Johnson) Peterson	Mink Creek, Iowa
Lane Esther (Joslyn) Button	Naples
Robert Perry Pegley	Springfield
Cora (Spurrell) Guptill	Springfield
Claribel Marie Stanley	Vivian
Mary Edith (Stevens) Stanley	Lead
Frank Edmund Tupper	Running Water
Mary Elizabeth Wagner	Columbus, Mont.
Charlotte Ruth Walker	Philip
Lorenzo Clisby Wicks	Wahoo, Neb.
Margaret Jane (Williams) Morrison	Springfield

Alice Mabel (Wood) CogswellSeattle, Wash.

1907

Mona (Bossingham) MonforeDallas

Kate Eulalia DonnellyRunning Water

Josephine JonesSpringfield

Alta Belle (Melick) TrowbridgeSpringfield

Margaret Martha MurphyTyndall

Helga L. (Sletvold) HartmanRunning Water

Harold Leroy TrowbridgeSpringfield

1908

George Arthur BoschmaPerkins

John Henry HofeldtSantee, Neb.

James Kirk, Jr.Perkins

Mary KirkPerkins

Susan Bereniece LeachSeattle, Wash.

Fred Harold MonforeSpringfield

Minnie Louise (Monfore) CampbellSpringfield

Frank Mead SnowSpringfield

Rachel Cynthia StephensSpringfield

Charles C. ThomasPerkins

Richard ThomasPerkins

1909

Leona HartmanNiobara, Neb.

Marie Matilda HolterPlatte

Maude Lucy HoopesGayville

Oran J. HouseSpringfield

Esther Bard JaquaysSpringfield

Margaret Roberta JaquaysSpringfield

Ruby Lillian MillsScotland

Edna Dare PierceCottonwood

Myra H. RenshawPortage, Wash.

Esther May (Shaver) DawesScotland

Eva Merriman SlasorSpringfield

Winifred Bell WilliamsColumbus, Mont.

1910

Benjamin Abraham BoeseFreeman

Valesca Olga DodteNeillsville, Wis.

Harriet Lois (Kelsey) Halverson ...Medicine Hat, Canada.

Hazel Libbie KirkSpringfield

Ruth Vieda MonforeVermillion

Amy Alice MyronFairfax

Edith Belle StarksMitchell

Benjamin Heinrich UnruhAvon

Nina Marie WagnerScotland

Alice Henrietta WolffLennox

1911

Belinda Mulvina Campell	Columbus, Mont.
Gertrude Dykstra	Running Water
Gilbert Garver Fites	Tyndall
Anna Frieda Gretschmann	Bon Homme
Leita McAdams (Hill) Kaufmann	Freeman
Laura Lisle Joslyn	Platte
Harriet Lydia Pegley	Springfield
Ida Spurrell	Scotland
Mabel E. Tupper	Running Water
Myrtle Ruth Young	Springfield

1912

Martha Benesh	Tyndall
Louise Amelia Holter	Platte
Louisa Elizabeth Kirk	Springfield, R. F. D.
Hazel Belle Lawson	Santee, Neb.
Anna Pauline Stemmerman	Chamberlain
Ralph Mortiboy York	Tulare

Graduates From Advanced Normal Course

1909

Joseph Heinrich Boese	Adams, Mont.
Francis Joseph Farley	Beresford

1910

Leona Hartman	Niobara, Neb.
John Henry Hofeldt	Santee, Neb.

1911

Ruby Lillian Mills	Scotland
Benjamin Heinrich Unruh	Avon

1912

Cordelia Colburn	Vermillion
Anna Frieda Gretschmann	Bon Homme
Mary Wilson Guthrie	Williston, N. D.
Oran J. House	Springfield
Ruth Vieda Monfore	Vermillion
Nest Valjean Pattee	Niobrara, Neb.
Lorenz Martin Petri	Miles City, Mont.
Eva Merriman Slasor	Springfield
Nina Marie Wagner	Scotland

PERSONS COMPLETING NON-GRADUATE NORMAL COURSES

Intermediate Course

1912

Bessie May Barker	Gregory
Josephine Benesh	Tyndall
Paul Herod Brill	Tabor
Leona Lloyd Burr	Academy
Maude S. Burr	Academy
Anna Sutherland Guthrie	Williston, N. D.
Martha Esther Hoopes	Gayville
Blanche Jeffers	Irene
Eva Elizabeth McAllister	Parker
Anna Catherine Ryan	Lucas
Lillian Marie Sturtevant	Worcester, Mass.

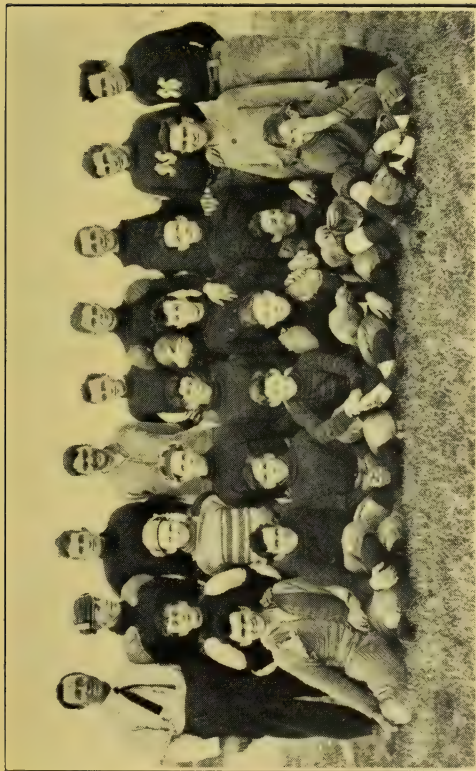
Elementary Course

1912

Eldah Gladys Lumm	Tabor
Clara Amanda Stockholm	Lesterville
Ada Lavina Watwood	Tyndall
Lottie Lavina Young	Springfield
Beulah Frances Younglove	Freeman

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America (Monfore) Humphrey, '03.
Valucia Violant (Curtis) Langsworthy, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt (Hill) Chladek, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriett Lois (Kelsey) Halverson, '08.
Floy Homan Trowbridge, '09.
Alma Elizabeth Brown, '12.
Nest Valjean Pattee, '12.



Football Squad

STUDENTS IN ATTENDANCE DURING THE YEAR 1912-13

Senior Class (Sixth Year)

Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Chester Hugh McNulty	Emery
Aurelia Ruth Morrison	Springfield
Floy Homan Trowbridge	Springfield
Elizabeth Ann Williams	Springfield
Jay Allen York	Tulare
Ralph Mortiboy York	Tulare

Senior Class (of old five-year course)

Hazel Rebecca Richmond	Springfield, R. F. D.
Mary Joy Rose	Kimball
Agnes Mabel Shaver	Springfield, R. F. D.
Myrtle May Taff	Springfield

Junior Class (Fifth Year)

Lola Ellen Alexander	Santee, Neb.
Fred Biittler	Tabor
Nina Earle Burton	Springfield
Starling Anthony Burton	Springfield
Martha Georgine Burwitz	Gayville
Eva Rachel Newell	Alcester
Florence Iva Newell	Alcester
Mabel Cress Pinney	Plankinton
Clifford Riley Slasor	Springfield, R. F. D.

Fourth Year Students

Maurice Putnam Babcock	Springfield, R. F. D.
Ida Bakker	Avon
Ella Anna Benesh	Tyndall
Addie Maude Carpenter	Plankinton
James Wallace Cooper	Springfield
Margaret Catherine Hentges	Parker
Dollie Mae Hill	Running Water
Edwin Niles Hitchcock	Springfield
Frances Margaret Hughes	Tyndall
Betsey Christina Johnson	Springfield, R. F. D.
Nancy Emily Jones	Springfield, R. F. D.
Mary Elizabeth Lewis	Cambridge Springs, Pa.
Alice May Little	Greenwood
David Martin Little	Wagner
George Edwin Merson	Springfield, R. F. D.
Addie Lucile Mills	Springfield

Magnus Peterson Schultz	Ethan
Edith Lillian Slasor	Springfield, R. F. D.
Grace Catherine Tupper	Springfield, R. F. D.
George Cornell Wicks	Springfield

Third Year Students

Cora Viola Breidenbach	Plankinton
Erma Agnes Brown	Springfield
Genevieve Vera Coate	Springfield
Florence Cecelia Crosley	Santee, Neb.
Gertrude Eva Dierenfield	Fairfax
Hazel Eugenia Gilmore	Marcus
Nina Fern Gilmore	Marcus
Ida Grace Gunderson	Menno
Lassara Ruth Hartman	Running Water
Samuel Hitchcock	Springfield
Clare Theresa Holleman	Springfield, R. F. D.
Alice Margaret Horacek	Tabor
Ruth Elizabeth Johnson	Springfield, R. F. D.
Frank Waterman Kelsey	Springfield
Mabel Olive Kesselring	Springfield, R. F. D.
Gladys Evelyn Kibble	Springfield
Mabel Catherine McFarland	Wagner
Elma Clarissa Melick	Springfield, R. F. D.
Millicent Lenora Monfore	Springfield
Beatrice Marie Noble	Springfield
Leoti Muriel Patrick	Wheeler
James Milo Pattee	Springfield
Lewis Chambers Turner	Springfield
Grayce Irene VanDerhule	Irene
Carl Hunter Wallace	Springfield
Irene Eleanor Walker	Winner
Ada Lavina Watwood	Tyndall
Laura Alma Watwood	Tyndall
Solomon Henry Wenzlaff	Armour
Edwin Dwight Wood	Springfield
Joseph Hofer Wurz	Freeman
Nellie Olive Young	Springfield

Second Year Students

Minnie Lillian Bartekoske	Tyndall
Myrtle Benedict	Wausau, Wis.
Evelyn Boden	Tyndall
Beulah Constance Chamberlain	Utica
Blanche Almeda DeMelt	Springfield
Josephine Ella Drha	Springfield, R. F. D.

Jessie Eringa	Running Water
Anna Laura Hildebrand	Academy
Carrie Blanche Hitchcock	Springfield
Arthur Lynn Kibble	Springfield
Julia Burnella Knutson	Centerville
Arthur Leslie Lawson	Santee, Neb.
Mary Zelma Martin	Colome
Jacob Hofer Mendel	Freeman
Mary Alma Miller	Wagner
Edna Maye Miller	Platte
Johannes Ploos Van Amstel	Yest, Netherlands
Ellen Sylva Slasor	Springfield
Elsie May Slasor	Springfield, R. F. D.
Ethel Pearl Snowden	Springfield
Janet Mabel Snowden	Springfield
Emma Irene Taff	Springfield
Clarence Talsma	Springfield, R. F. D.
Lulu Margaret Thomas	Harding
Clara Mate Wallace	Springfield
Robert Eugene Walpole	Springfield, R. F. D.
Ruth Clarissa Walsh	Mission Hill
Myra Roxy Wenzlaff	Springfield
Claudia Wipf	Freeman
Raymond Alsworth Young	Springfield
Alice Minnie York	Tulare

First Year Students

Ida Albertine Anderson	Viborg
David Becker	Avon
Dewie Ella Beeman	Tabor
Edward John Benesh	Tyndall
Madge Margarite Brill	Springfield
Marie Johanna Burke	Kimball
Eva Elizabeth Crow	Springfield, R. F. D.
Raymond Francis Dempster	Springfield, R. F. D.
Anna Marion Drha	Springfield, R. F. D.
Pauline Fiedler	Mission Hill
Leona Huldah Gilliotte	Springfield
Ruth Olga Gretschrann	Springfield, R. F. D.
Jacob J. Wipf Gross	Hitchcock
Lorna Emily Guptill	Springfield, R. F. D.
Paul Asmus Hansen	Springfield, R. F. D.
Henry John Heick	Bloomfield, Neb.
William Conrad Hennies	Springfield, R. F. D.
Andrew Adolph Hofer, Jr.	Freeman
Jacob G. Hofer	Bridgewater

Agnes Addie Holleman	Springfield, R. F. D.
Nora Mildred Holmes	Geddes
Roy Charles Housman	Springfield, R. F. D.
Minnie Jonkers	Springfield, R. F. D.
George Herman Kreber	Springfield, R. F. D.
Steven Kubal	Geddes
Grace Thankful Luke	Avon
Charles Leslie Lumm	Springfield, R. F. D.
Russell John Maxwell	Springfield, R. F. D.
John Sydney McCarthy	Springfield
Catherine Lavina McCullom	Springfield, R. F. D.
Cecelia Mae Michel	Springfield
Edward Louis Michel	Springfield
Hartzell Clayton Mills	Springfield
Fred John Muller	Avon
Mary Madelyn Muller	Avon
Robert Muller	Avon
Walter James O'Donnell	Springfield, R. F. D.
Lily Dorothy Paulson	Viborg
Mabel Bergina Peterson	Volin
Bruce Herbert Pigsley	Springfield
Marguerite Amelia Racely	Center, Neb.
Floyd Omer Rains	Springfield, R. F. D.
Frank Vince Rehurek	Tabor
Rose Wilma Rist	Viborg
Lenora Marie Schabot	Wessington Springs
Almond Bertie Schneller	Springfield
Alma Gladys Seaman	Geddes
Velma Stella Slasor	Springfield, R. F. D.
Elmer James Spurrell	Springfield, R. F. D.
Peter John Stahl	Freeman
Gertrude Elizabeth Steadman	Volin
Grace Gray Thomas	Springfield, R. F. D.
Julia Newell Treat	Springfield
Chester Bryan Truesdell	Springfield
Shelby Alphonso Turner	Springfield
Wilbur Gustav Wenzlaff	Springfield
William Bradford Wenzlaff	Armour
Albert Henry Wicks	Springfield
Ruth Ora York	Tulare

Special Commercial Students

Maurice Putnam Babcock	Springfield, R. F. D.
David Becker	Avon
Dewie Ella Beeman	Tabor
Pauline Fiedler	Mission Hill



F. Clef Club

Andrew Adolph Hofer, Jr.	Freeman
Alice Margaret Horacek	Tabor
Minnie Jonkers	Springfield, R. F. D.
Russell John Maxwell	Springfield, R. F. D.
Edward Louis Michel	Springfield
Johannes Ploos Van Amstel	Yest, Netherlands
Almond Bertie Schneller	Springfield
Anne Petrea Schultz	Borsmose, Denmark
Velma Stella Slasor.....	Springfield, R. F. D.
Elmer James Spurrell	Springfield, R. F. D.
Ruth Clarissa Walsh	Mission Hill
Susie Edwina Wood	Springfield

Special Public Speaking Students

Martha Georgine Burwitz	Eva Rachel Newell
Josie Kincaide Carr	Rena Smith
Leona Huldah Gilliotte	Ruth Clarissa Walsh

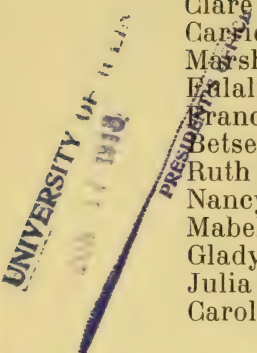
Special Industrial Students

Florence Pearl Goodenough	Nest Valjean Pattee
Oran J. House	

SPECIAL MUSIC STUDENTS

Piano

Ida Bakker	Reuben Larsen
Minnie Lillian Bartekoske	Catherine Lavina McCullom
Ella Anna Benesh	Mabel Catherine McFarland
Martha Georgine Burwitz	Cecelia Mae Michel
Addie Maude Carpenter	Edna Maye Miller
Beulah Constance Chamberlain	Addie Lucile Mills
Della Arvilla Coate	Hazel Mills
Iris Coate	Clarice Monfore
Blanche Almeda DeMelt	Howland Monfore
Eleanor Duguid	Mary Madelyn Muller
Marion Duguid	Florence Iva Newell
Marion Dunshee	Leoti Muriel Patriek
Jessie Eringa	Mabel Bergina Peterson
Pauline Fiedler	Mary Joy Rose
Leona Huldah Gilliotte	Tobias Schultz
Hazel Eugenia Gilmore	Ellen Sylva Slasor
Nina Fern Gilmore	Velma Stella Slasor
Ruth Olga Gretschmann	Fern Smith
Ida Grace Gunderson	Grace Gray Thomas
Agnes Addie Holleman	Lulu Margaret Thomas



Clare Theresa Holleman	Julia Newell Treat
Carrie Blanche Hitchcock	Grace Catherine Tupper
Marshall F. Hoopes	Grayce Irene VanDerhule
Eulalia House	Irene Eleanor Walker
Frances Margaret Hughes	Ruth Clarissa Walsh
Betsey Christina Johnson	Bessie Wandscheer
Ruth Elizabeth Johnson	Eduard Wenzlaff
Nancy Emily Jones	Myra Roxy Wenzlaff
Mabel Olive Kesselring	Wilbur Gustav Wenzlaff
Gladys Evelyn Kibble	Claudia Wipf
Julia Burnella Knutson	Alice Minnie York
Caroline Magdeline Kreber	Mary Young

Voice

Ida Bakker	Esther Gretschrnann
Evelyn Boden	Alice Margaret Horacek
Florence Cecelia Crosley	Millicent Lenora Monfore
Elizabeth L. Dryden	Tobias Schultz
Leona Gilliotte	Blanche Thomas
	Clauda Wipf

MODEL SCHOOL PUPILS

Eighth Grade

Rena Bakker	Elizabeth McKenna
Sunbeam Burton	Mildred Michel
Della Coate	Hazel Mills
Leta Crockett	Howland Monfore
Mary Cummins	Myrtle Noble
Raymond Doehler	Bruce Pigsley
Bernard Foley	Bertrand Rockwood
Esther Gretschrnann	Frances Slasor
Samuel Henderson	Otto Slasor
Arthur Little	

Seventh Grade

Bernice Aney	Ethel Kibble
Anna Bennett	Richard Kibble
Agnes Bradley	James Kirk
Ward Brown	Reuben Larsen
Blanche Buck	Howard Noble
Rachel Cummins	Percy Noble
Carlton DeMelt	Floyd Slasor
William Hanlon	William Slattery
Grace Hartman	George Taff
Gertrude Hedrick	Margie Treat
George Henderson	Harold Wagner
Eulalia House	Bert Whitney

Launah House
Alfred Johnson

Eula Woods
Mary Young

Sixth Grade

Irene Bradley
Bernice Brown
Bertha Fryda
Emmet Galer
Dale Gilliotte
Sydney Guptill
Lester Hanlon
William Hill

Arlie Hughes
Erwin Kibble
George Kibble
Daniel Little
Clarice Monfore
Jack Turner
Frances Van Haitisma
Harriet Walpole

Fifth Grade

Floyd Bell
True Bell
Catherine Bennett
Marion Duguid
Charles Geyer
Blanche Haney
Roy Hanlon
Gleva Hedrick
Frank Homer
Irene Johnson

Madge Lowell
Irwin Markley
George Miller
Ned Noble
Violet Schneller
Austin Slasor
Helen Slattey
Harold Smalley
Alice Snowden
Gilmore Warner

Fourth Grade

Analee Aney
Myrtle Bailey
Elmer Bell
Herod Brill
Harold Brown
Iris Coate
Isabel Crosley
Maud Crosley
Loretta De Long
Eleanor Duguid
Gladys Galer
Ralph Galer
Frank Haney
Rea Hedrick
Clio Henderson

Leona Henderson
Harold House
Hilda Hughes
Cecelia Johnson
Frank Johnson
Charles Michel
Henrietta Michel
Gladys Noble
Naomi Pigsley
Thomas Slattey
Myrtle Thomas
Theodore Treat
Hebe Turner
Eduard Wenzlaff
Cleo Woods

Third Grade

Clifford Bell
Hazel Bell
Bessie Bennett
Ernest Bradley
Goldie Coate
Hazel Crosley
Helen Drha
Margaret Hanlon
Vance Hoffman
Otto Homer
Frederick Johnson

Mary Kane
Harold Kirk
Mary Little
Chancey Lowell
Raymond Miller
Harold Schneller
Margaret Smalley
Blanche Wagner
Marie Weldon
Irene Woods
Orville Woods

Second Grade

Wilbert Bridgman
Eula Coate
John Crosley
Lavilla Crosley
Marion Gaynor
Oscar Gretschmann

Raymond Haney
Naomi Hoffman
Burnadette Hughes
Harold Kibble
Blanche Tedrow
Opal Weldon

First Grade

George Bennett
Joseph Bennett
William Bradley
Annis Crofutt
Sadie Crosley
Zoeth Cummings
Shirley DeLong
Robert Duguid
Ruth Eymer
Jane Galer
Elizabeth Haney
Ellen Homer
James Hopkins
Alfred Johnson
Amanda Johnson
Hazel Johnson
Paul Jones
Philip Kane
Paul Little

Leola Lowell
Robert Lowell
Enid Martin
Esther McGoldrick
Emilie Michel
Harold Miller
Wayne Monfore
Blanche Noble
William Parsons
Walter Pigsley
Margaret Slattery
Mary Slattery
Howard Smalley
Donald Snowden
Charlotte Turner
Laurel Wagner
Mary Warner
John Woods

SUMMARY OF ATTENDANCE**Normal**

Senior (sixth year) students.....	8
Senior (old five-year course) students	4
Junior (fifth year) students	9
Fourth year students	20
Third year students	32
Second year students	31
First year students	59
Special commercial students	16
Special public speaking students	6
Special industrial students	3

Music

Special piano students	64
Special vocal students	11

Total	263
Counted more than once	73

Net total	190
-----------------	-----

Model

Eighth grade pupils	19
Seventh grade pupils	28
Sixth grade pupils	16
Fifth grade pupils	20
Fourth grade pupils	30
Third grade pupils	22
Second grade pupils	12
First grade pupils	37

Total	184
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 374

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JUNE, 1914

NO. 1

State Normal School

QUARTERLY

Springfield, South Dakota

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Containing the

Seventeenth Annual Catalog

For the Year 1913-14

AND

Announcements for 1914-15

MARK D. SCOTT, PRINTER



Sioux Falls, So. Dak.

REGENTS OF EDUCATION

A. E. HITCHCOCK, Mitchell.....	Term expires Jan. 1, 1915
T. W. DWIGHT, Sioux Falls.....	Term expires Jan. 1, 1915
A. M. ANDERSON, Sturgis.....	Term expires Jan. 1, 1917
AUGUST FRIEBERG, Beresford.....	Term expires Jan. 1, 1919
M. P. BEEBE, Ipswich.....	Term expires Jan. 1, 1919

F. W. FORD, Secretary.....	Elk Point
A. W. EWERT, State Treasurer.....	Treas. Ex-Officio, Pierre

STANDING COMMITTEE

AUGUST FRIEBERG

A. M. ANDERSON

H. H. GOODENOUGH,

Secretary of the State Normal School at Springfield

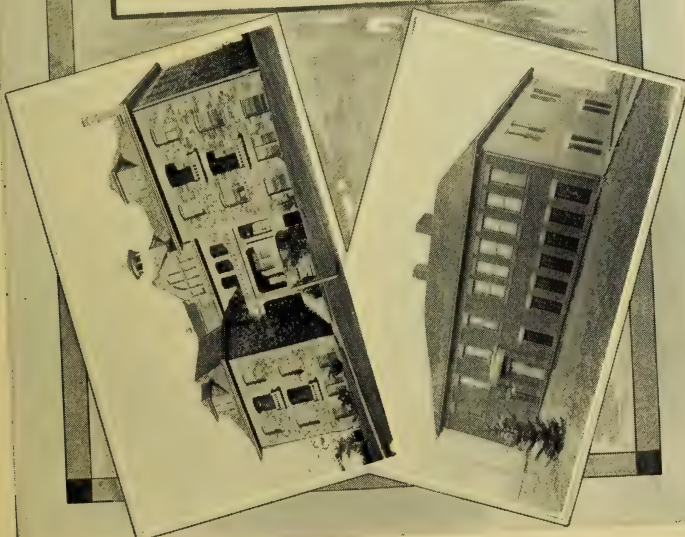


Science Hall

Main Building



Power House



Practice School

Girls' Dormitory

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1913-14

CALENDAR

1914-15

Fall Term, 1914 (12 weeks)

September 8, Tuesday—Beginning of Fall Term.
November 26, Thursday—Thanksgiving Day.
November 30, Monday—Close of Fall Term.

Winter Term, 1914-15 (12 weeks)

December 1, Tuesday—Beginning of Winter Term.
December 23, Wednesday—Beginning of Holidays Recess.
January 5, Tuesday—Resumption of Winter Term.
March 5, Friday—Close of Winter Term.

Spring Term, 1915 (12 weeks)

March 8, Monday—Beginning of Spring Term.
March 31, Wednesday—Beginning of Easter Vacation.
April 7, Wednesday—Resumption of Spring Term.
June 6, Sunday—Annual Sermon.
June 8, Tuesday—Eighteenth Annual Commencement.
Close of Spring Term.

FACULTY, 1913-14

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid.*; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany.

Psychology and Education

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.; student Northern Illinois State Normal School.

Primary Critic

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin College; A. M., *ibid.*

History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director.
A. B., Oberlin College.

Mathematics

ARCH CRAWFORD, A. M., Vice-President.
Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid.*; graduate student University of Wisconsin.

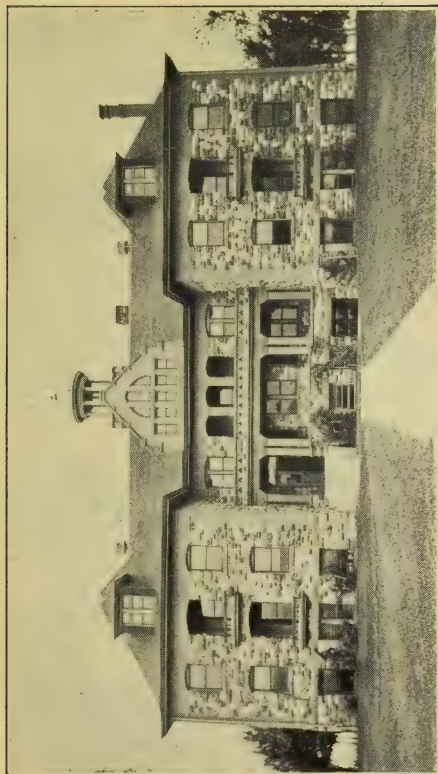
English

ARTHUR B. CARR, A. B.
A. B., Albion College; graduate student University of Michigan.

Physics and Chemistry

HARRY SHERMAN STEIN, Di. M.
Di. M., Iowa State Teachers' College; graduate student State University of Iowa.

Pedagogy



Summit Hall

RUTH CHESTER, Pd. M.

Pd. B., State Normal School, Warrensburg, Mo.; Pd. M., *ibid.*;
graduate student Bradley Polytechnic Institute, Peoria, Ill.

Drawing, Domestic Science, and Manual Training

GRACE BERENICE COOPER, A. B.

A. B., Beloit College; graduate student University of Wisconsin.

Public Speaking and Assistant in English

PAUL M. GILMER, A. B.

A. B., Monmouth College; graduate student State University of Illinois and Purdue University.

Biology and Physiography

GERTRUDE E. FUNK, B. L.

B. L., University of Minnesota; graduate student University of Minnesota and University of Chicago; private student in Germany.

German and Latin

MAUDE E. CROWELL, Registrar.

Graduate Ferris Institute, Big Rapids, Michigan.

Shorthand and Commercial Branches

MARY J. McCARDELL, B. C. S.

B. C. S., Wessington Springs Seminary.

Assistant in Business Department and Office Stenographer

JESSIE A. WILKINS

Graduate of American Conservatory of Music, Chicago.

Violin and Piano

ALICE M. TAYLOR, M. B.

Student Northern Illinois College; M. B., Chicago Musical College; graduate student, *ibid.*

Voice and Piano

ALICE CORA MEYERS

Student Northern Illinois State Normal School.

Grammar Critic

HELEN C. PATTEE

Student Northern Indiana Normal University.

Second Primary Critic

GRACE E. GRATZ
Graduate Greensburg (Pa.) Seminary; student Grove City
(Pa.) College and Valparaiso (Ind.) University.
Intermediate Critic

MARY ELIZABETH WOOD
Assistant Grammar Critic

CORA BLANCHE WOOD
Graduate Springfield State Normal School.
Librarian

MRS. A. F. KELSEY, Matron
EARL DRYDEN, Engineer and Janitor

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000.00 for a science hall and central heating plant, which were constructed in 1912-13.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants.

SCIENCE HALL AND GYMNASIUM

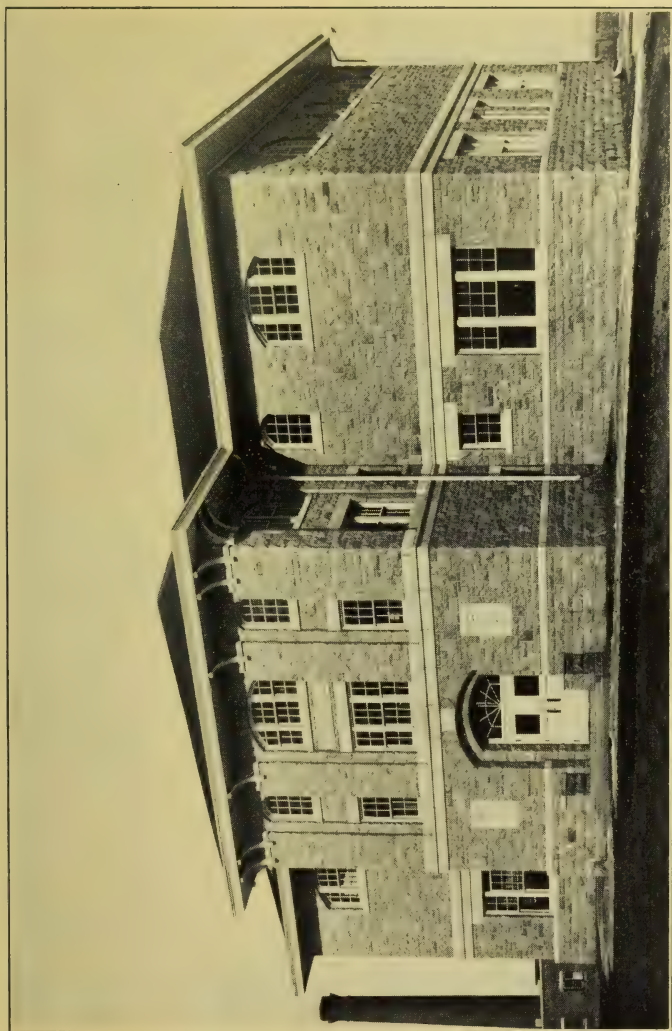
Science Hall is a thoroughly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a specators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well



Science Hall

kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition and Incidental Fees—For tuition and incidental fees each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for music lessons, look under Music. A fee of \$3 per term is charged for weekly half-hour lessons in public speaking. A small additional fee is charged those working in

laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. The following are the rents:

All corner rooms, 60 cents, except the northwest corner rooms, which are 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.90 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:	
Tuition and fees for 36 weeks.....	\$ 12.00
Room rent at 40 cents.....	14.40
Board in Dining Club.....	104.40
Text-Books	15.00
Total.....	<hr/> \$145.80

Requirements for Admission

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first two years of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, a girls' club for moral, social, and physical improvement, an athletic association, two literary societies, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life diploma.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano and vocal music, and public speaking. (See Business and Music Courses.)

CLASSIFICATION OF SUBJECTS

The subjects of instruction in the Normal School may be grouped as follows:

I. Academic Studies of High School and College Grade: Required

Algebra
Plane Geometry
General History
American History
English
Rhetoric
Am. Literature
Eng. Literature

Physiography
Physiology
Physics or Botany
Civics
Nature Study and
Agriculture or
Biology
Elementary Ethics

Elective

Botany
 Physics
 Zoology
 Astronomy
 Chemistry
 Psychology
 Ethics
 Latin
 German
 Advanced Algebra
 Solid Geometry
 Trigonometry

History
 Medieval
 Modern
 English
 Drawing
 Manual Training
 Domestic Science
 Economics
 Sociology
 Public Speaking
 Agriculture
 Gymnastics

Credits in any of these subjects will be accepted from high schools, academies, colleges, and other normal schools.

II. Common Branches of Study:

Arithmetic
 Physiology
 Geography
 Eng. Grammar
 U. S. History
 S. Dak. History
 Civil Government

Orthography
 Writing
 Reading
 Drawing
 Music
 Current Events

Work done elsewhere in these subjects before graduating from the eighth grade will not be credited, since the work required in the Normal School is of an advanced and semi-professional character.

III. Professional Subjects:

Pedagogy (Didactics, Methods, School Management)
 Psychology
 History of Education
 Principles of Education
 Teachers' Reviews
 Practice Teaching and Observation

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the Elementary Course all the subjects listed are required. In the other courses some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take

more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Orthography.....	5	Reading & Literature	5	Reading & Literature	5
Arithmetic	5	Arithmetic	5	Arithmetic or Book-keeping	5
English Grammar..	5	English Grammar..	5	English Grammar..	5
Geography	5	U. S. History.....	5	Physiology & Hygiene	5

SECOND YEAR

Required Studies

General or Ancient History I.....	5	General or Ancient History II	5	General or Ancient History III.....	5
Agriculture & Nature Study I... ..	5	Agriculture & Nature Study II..	5	Agriculture & Nature Study III..	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III....	2
Drawing I	2	Drawing II.....	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Civil Government..	5	Didactics & Practice Teaching... ..	4	Didactics & Practice Teaching... ..	4
		S. D. Hist. & Current Events ...	1	S. D. Hist. & Current Events ...	1

INTERMEDIATE NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Algebra I	5	Algebra II	5	Algebra III.....	5
English I	5	English II	5	English III.....	5
Physiography I....	5	Physiography II..	5	Physiology	5
Agriculture & Na- ture Study I....	5	ture Study II....	5	Agriculture & Na- ture Study III....	5
or		or		or	
Biology I	5	Biology II.....	5	Biology III.....	5

SECOND YEAR

Required Studies

Plane Geometry I.	5	Plane Geometry II	5	Plane Geometry III	5
English IV.....	5	English V.....	5	English VI.....	5
General or Ancient History I.....	5	General or Ancient History II.....	5	General or Ancient History III.....	5
Elective	5	Elective	5	Elective	5

Elective Studies

Agriculture I....	5	Agriculture II ...	5	Agriculture III....	5
Pub. Speaking I..	5	Pub. Speaking II..	5	Pub. Speaking III.	5
German I.....	5	German II.....	5	German III.....	5
Latin I.....	5	Latin II	5	Latin III.....	5
Botany I.....	5	Botany II	5	Botany III.....	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1
Gymnastics	2	Gymnastics	2	Gymnastics	2

THIRD YEAR

Required Studies

English VII.....	5	English VIII.....	5	English IX.....	5
Am. History I....	5	Am. History II....	5	Civics I	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III...	2
Drawing I.....	2	Drawing II.....	2	Drawing III.....	2
El. Ethics	1	El. Ethics.....	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

Latin IV.....	5	Latin V.....	5	Latin VI.....	5
German IV.....	5	German V.....	5	German VI.....	5
Algebra IV.....	5	Solid Geometry I..	5	Solid Geometry II.	5
Medieval History..	5	Modern History I.	5	Modern History II.	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

FOURTH YEAR**Required Studies**

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
General Methods I	5	General Methods II	5	Writing & Orthography	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		S. D. Hist. & Current Events	1	S. D. Hist. & Current Events	1
Psychology I	5	Practice Teaching	4	Practice Teaching	4
Elective	5	Elective	5	Elective	5

Elective Studies

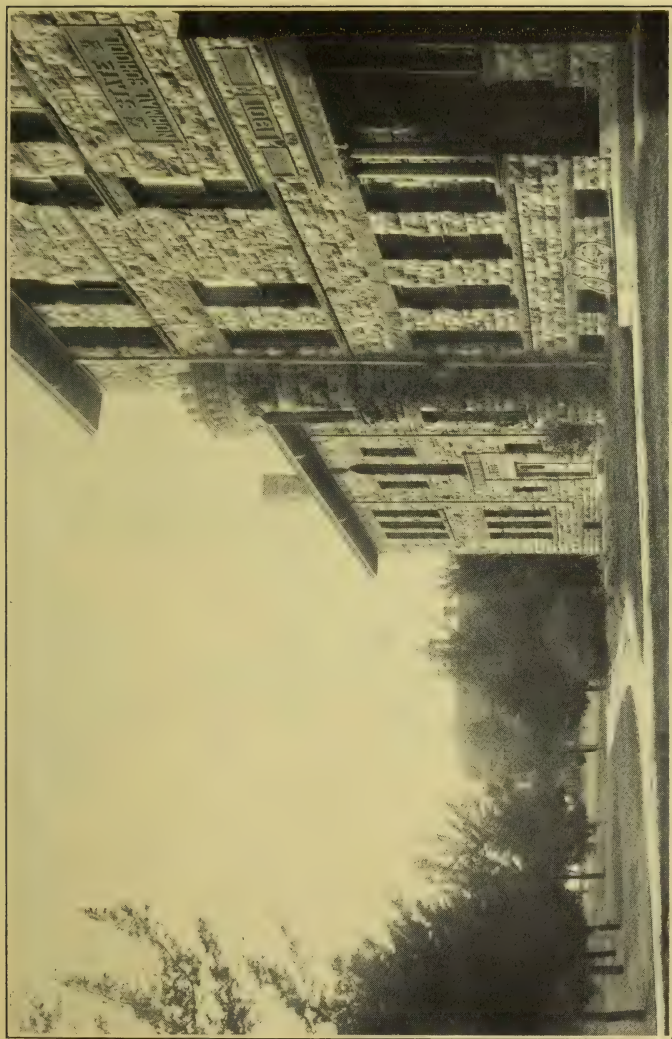
German VII	5	German VIII	5	German IX	5
Latin VII	5	Latin VIII	5	Latin IX	5
Zoology I	5	Zoology II	5	Zoology III	5
Manual Training	5	Manual Training	5	Manual Training	5
Drawing IV	5	Drawing V	5	Drawing VI	5
Vocal Music IV	3	Vocal Music V	3	Vocal Music VI	3
Household Chemistry I	5	Household Chemistry II	5	Household Chemistry III	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

ADVANCED NORMAL COURSE**THIRD YEAR****Required Studies**

English VII	5	English VIII	5	English IX	5
Am. History I	5	Am. History II	5	Civics I	1
Physiology I	5	Physiology II	5	Physiology III	5
Elective	5	Elective	5	Elective	5

Elective Studies

Zoology I	5	Zoology II	5	Zoology III	5
German VII	5	German VIII	5	German IX	5
Latin VII	5	Latin VIII	5	Latin IX	5
Algebra IV	5	Solid Geometry I	5	Solid Geometry II	5
Pub. Speaking I	5	Pub. Speaking II	5	Pub. Speaking III	5
Vocal Music I	2	Vocal Music II	2	Vocal Music III	2
Drawing I	2	Drawing II	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1
Agriculture I	5	Agriculture II	5	Agriculture III	5



A Glimpse of Buildings and Campus

FOURTH YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
English X	5	English XI.....	5	English XII.....	5
*Physics or Bot- any I	5	*Physics or Bot- any II	5	*Physics or Bot- any III.....	5
Electives	10	Electives	10	Elective	10
*Physics is required for Life Diploma.					

Elective Studies

Civics II.....	5	Economics	5	Ethics	5
Manual Training I	5	Manual Training II	5	Man. Training III.	5
Medieval History..	5	Modern History I.	5	Modern History II	5
Latin X	5	Latin XI	5	Latin XII	5
Drawing IV	5	Drawing V	5	Drawing VI	5
Vocal Music IV...	3	Vocal Music V....	3	Vocal Music VI...	3
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

JUNIOR YEAR

Required Studies

Psychology I	5	Psychology II.....	5	Hist. of Education	5
Pedagogy I.....	5	Pedagogy II	5	Pedagogy III	5
Vocal Music I.....	2	Vocal Music II....	2	Vocal Music III...	2
Drawing I	2	Drawing II.....	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II.....	5	Chemistry III.....	5
Dom. Science I...	5	Dom. Science II...	5	Dom. Science III..	5
Man. Training IV..	5	Man. Training V..	5	Man. Training VI..	5
Perspective Draw- ing & Design I..	3	Perspective Draw- ing & Design II.	3	Perspective Draw- ing & Design III.	3
Hist. of Art. & Pic- ture Study I....	2	Hist. of Art & Pic- ture Study II...	2	Hist. of Art & Pic- ture Study III...	2
Vocal Music VII..	4	Vocal Music VIII..	4	Vocal Music IX...	4
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

SENIOR YEAR

Required Studies

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practice Teaching.	15	Principles of Edu- cation I	4	Principles of Edu- cation II	4
		S. D. Hist. & Cur- rent Events.....	1	S. D. Hist. & Cur- rent Events....	1
		Electives	10	Electives	10

Elective Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Ethics	5	Astronomy	5	Geology	5
		Adv. Psychology ..	5	Adv. Psychology ..	5
*Sociology or Eco-		Sociology or Eco-		Sociology or Eco-	
nomics I	5	nomics II	5	nomics III	5
Mathematics	5	Mathematics	5	Mathematics	5
Biology	5	Biology	5	Biology	5
History	5	History	5	History	5
Adv. Physics	5	Adv. Physics	5	Adv. Physics	5
Domestic Art I....	5	Domestic Art II... 5		Domestic Art III..	5
*Required for Life Diploma.					

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Required Studies

General Methods I	5	General Methods II	5	Writing & Orthog-	
				raphy	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		S. D. Hist. & Cur-		S. D. Hist. & Cur-	
		rent Events....	1	rent Events....	1
Psychology I	5	Practice Teaching.	4	Practice Teaching.	4
Elective	5	Elective	5	Elective	5

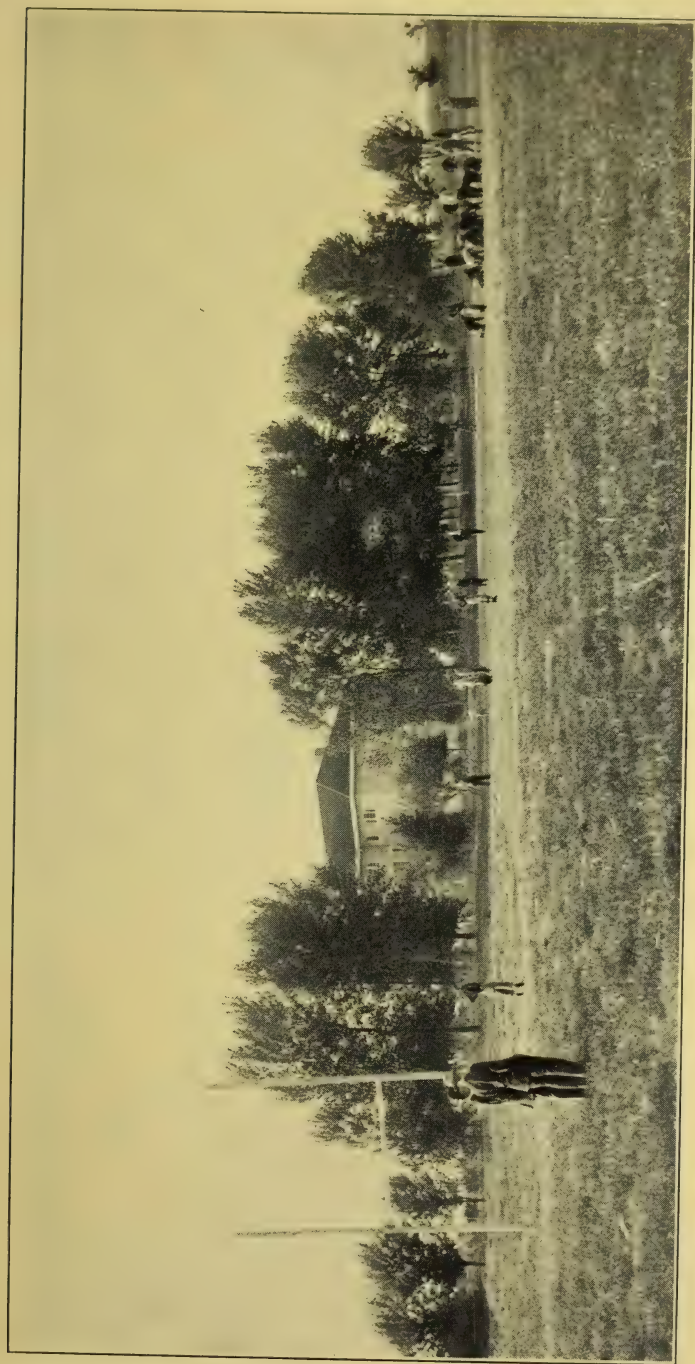
Elective Studies

Household Chem-		Household Chem-		Household Chem-	
istry I.....	5	istry II	5	istry III.....	5
Dom. Science I...	5	Dom. Science II..	5	Dom. Science III..	5
German VII	5	German VIII.....	5	German IX.....	5
Latin VII	5	Latin VIII.....	5	Latin IX	5
Zoology I	5	Zoology II	5	Zoology III.....	5
Manual Training..	5	Manual Training..	5	Manual Training..	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III....	2
Drawing I	2	Drawing II.....	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Vocal Music IV...	3	Vocal Music V ...	3	Vocal Music VI... 3	
Drawing IV.....	5	Drawing V	5	Drawing VI	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES JUNIOR YEAR

Required Studies

Psychology I	5	Psychology II	5	Hist. of Education	5
Pedagogy I	5	Pedagogy II	5	Pedagogy III	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III....	2
Drawing I	2	Drawing II.....	2	Drawing III	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5



The Athletic Field

Elective Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
English XIII	5	English XIV	5	English XV	5
German X	5	German XI	5	German XII	5
Chemistry I	5	Chemistry II	5	Chemistry III	5
Dom. Science I	5	Dom. Science II	5	Dom. Science III	5
Manual Training	5	Manual Training	5	Manual Training	5
Perspective Drawing & Design I	3	Perspective Drawing & Design II	3	Perspective Drawing & Design III	3
Hist. of Art & Picture Study I	2	Hist. of Art & Picture Study II	2	Hist. of Art & Picture Study III	2
Vocal Music VII	4	Vocal Music VIII	4	Vocal Music IX	4
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

SENIOR YEAR

Required Studies

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practice Teaching	15	Principles of Education I	4	Principles of Education II	4
		S. D. Hist. & Current Events	1	S. D. Hist. & Current Events	1
		Electives	10	Electives	10

Elective Studies

Ethics	5	Astronomy	5	Geology	5
*Sociology or Economics I	5	Adv. Psychology I	5	Adv. Psychology II	5
Mathematics	5	Sociology or Economics II	5	Sociology or Economics III	5
Biology	5	Mathematics	5	Mathematics	5
History	5	Biology	5	Biology	5
Adv. Physics	5	History	5	History	5
Domestic Art I	5	Adv. Physics	5	Adv. Physics	5
		Domestic Art II	5	Domestic Art III	5

*Required for Life Diploma.

Botany or Zoology may be substituted for Biology and Agriculture and Nature Study.

OUTLINE OF SUBJECTS

1 Academic Studies

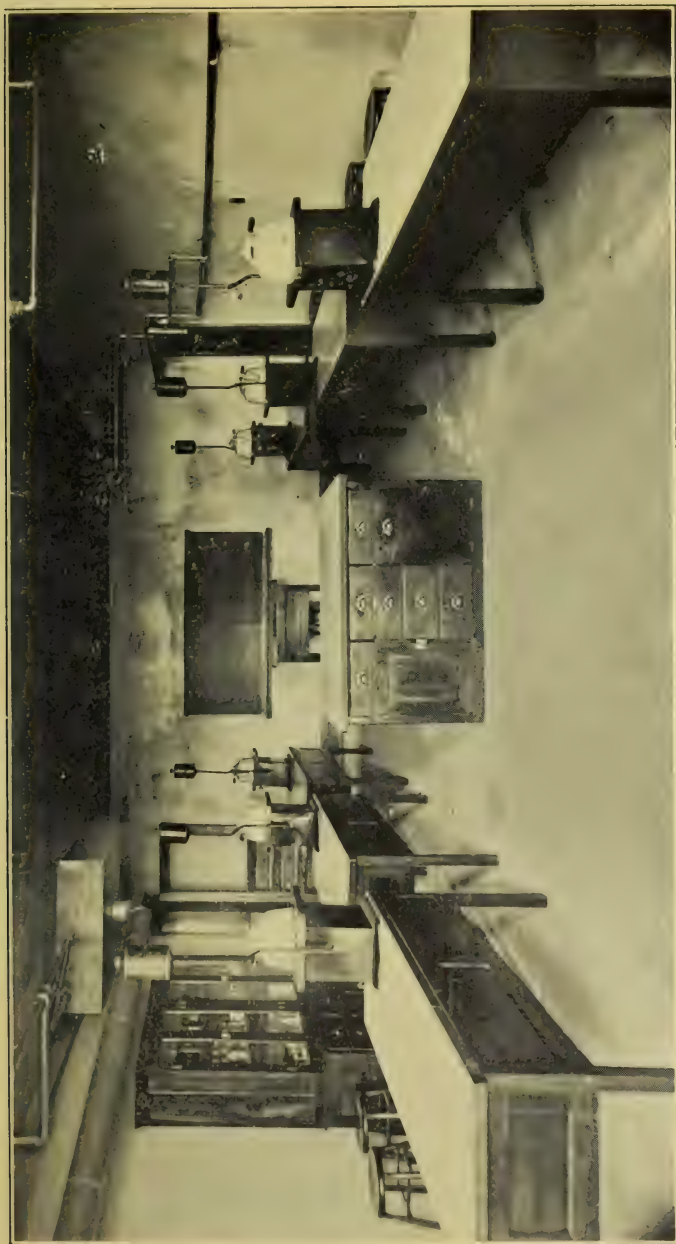
ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX—The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:



Domestic Science Laboratory

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Everyman" as an example of a morality play. Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's Elegy in a Country Churchyard.

e. The Revolutionary group of romantic poets: Words-

worth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayist of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Throughout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1914-15

For Reading

Group I—(Two to be selected)

Selections from the Old Testament.

The Odyssey, omitting, if desired, Books I-V, XV-XVII.

The Iliad, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI.

Virgil's Aeneid.

Group II—(Two to be selected)

Shakespeare's Merchant of Venice.

Shakespeare's Midsummer Night's Dream.

Shakespeare's As You Like It.

Shakespeare's Twelfth Night.

Shakespeare's Henry V.

Shakespeare's Julius Caesar.

Group III—(Two to be selected)

George Eliot's Silas Marner.

Goldsmith's Vicar of Wakefield.

Either Scott's Ivanhoe, or Scott's Quentin Durward.

Hawthorne's House of the Seven Gables.

Defoe's Robinson Crusoe, Pt. I.

Either Dicken's David Copperfield, or Dicken's Tale of Two Cities.

Thackeray's Henry Esmond.

Mrs. Gaskell's Cranford.
Stevenson's Treasure Island.

Group IV—(Two to be selected)

Sir Roger de Coverley Papers.
Franklin's Autobiography.
Irving's Sketch Book.
Macaulay's Essays on Lord Clive and Warren Hastings.
Thackeray's English Humorists.
Bunyan's Pilgrim's Progress, Part I.
Selections from Lincoln's Addresses and Letters.
Parkman's Oregon Trail.
Either Thoreau's Walden, or Huxley's Autobiography and selections from Lay Sermons.
Stevenson's Inland Voyage and Travels with a Donkey.

Group V—(Two to be selected)

Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village.
Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal.
Scott's Lady of the Lake.
Byron's Childe Harold, Canto IV, and Prisoner of Chillon.
Palgrave's Golden Treasury (First Series), Books II and III.
Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum.
Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.
Browning's Select Poems.
Palgrave's Golden Treasury (First Series), Book IV.
Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound.

LATIN

The Latin course includes four years of study, and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—Inflectional forms and the simpler rules of syntax are studied. Special attention is given to pronunciation as an essential to efficiency. The mastery of vocabularies is required, and pupils are encouraged to study derivatives. Easy Latin reading and simple prose composition are early taken up, followed later in the year by a translation of the introductory chapters in the first book and the whole of the second book of Caesar's Commentaries on the Gallic War. A comparison of the English and Latin modes of expression is

made, and forms and constructions are kept before the pupil. The chief aims are a knowledge of the subject-matter and its expression in smooth idiomatic English, which necessitates, on the part of the pupil, a literal translation.

Latin IV, V, and VI—The study of Caesar's Gallic War is continued as begun in first year, Books I, III, and IV are completed, after which either the Gallic War is continued, or selections from Caesar's Civil War are studied. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are considered in class work. The study of syntax and vocabulary is continued by means of the text and prose composition. Sight translation is used frequently, and idiomatic English is required in all translations.

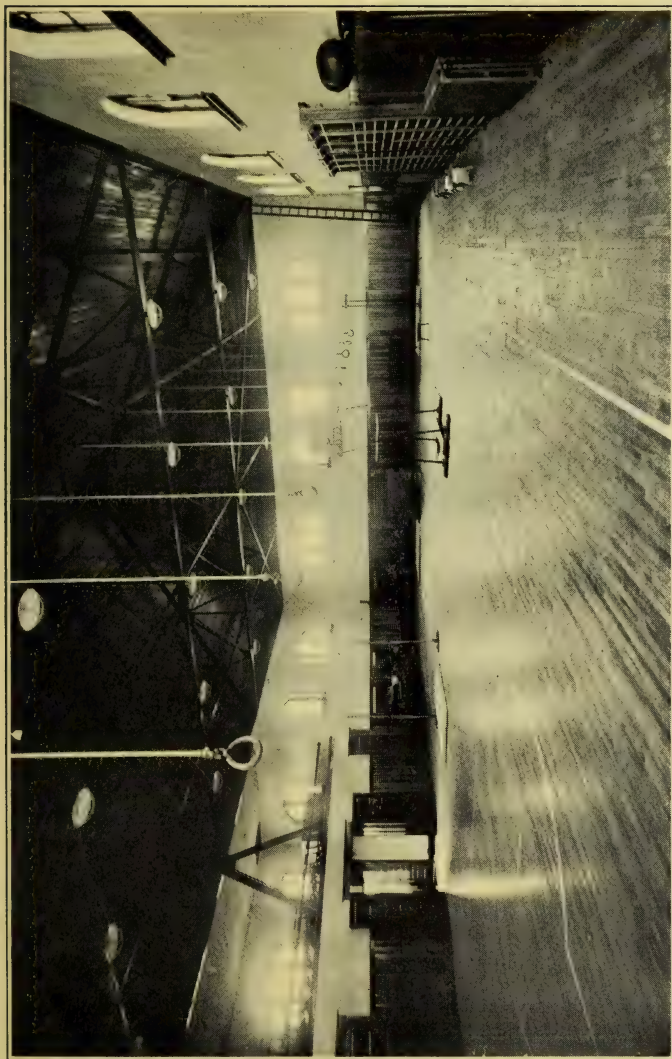
Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, an orator, and a philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of the grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation work is a prominent feature of the courses. Just as the translating



The Gymnasium

of English must be into idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's Germelshausen, Storm's Immensee, and Hauff's Das Kalte Herz. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third term of the year are Lessing's Minna von Barnhelm and Eichendorff's Taugenichts. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's Die Journalisten, Goethe's Sesenheim, Schiller's Wilhelm Tell, Scheffel's Der Trompeter von Saekkingen, and Goethe's Hermann und Dorothea. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, and XII—The fourth year is given to the study of more difficult masterworks of German literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and III.....3 terms

Medieval History1 term

Modern History I and II.....2 terms

English History1 term

Advanced American History I and II.....2 terms

South Dakota History and Current Events..1 term

One period weekly (see Common Branches)

United States History, Teachers' Review....1 term

(See Professional Subjects)

Additional courses as called for.....3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required of all students and is scheduled for study during the second year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thorough study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. Throughout the course some standard general history is used as a guide, but constant reference work is required in addition.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the fall and winter terms. During the fall term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation

of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and be inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Guiteau's Government and Politics in the United States.

Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's City Government in the United States.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced students.

After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. An advanced text will be used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues throughout the year. After becoming familiar with the generally accepted ideas regarding the science of society the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Gidding's *Principles of Sociology* is the main text used.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III.....	3 terms
Plane Geometry I, II, and III.....	3 terms
Advanced Algebra	11½ terms
Solid Geometry	11½ terms
Trigonometry	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects)	
Business Arithmetic (See Business Courses)	
Bookkeeping (See Business Courses)	

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject,

and by noting its applications in science and applied mechanics. Algebra I, II, and III are prerequisites.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

Trigonometry I and II—In this course, a careful study is made of the relations of the sides and angles of a triangle. Right, oblique, and spherical triangles are studied in the order named. In connection with these, the use of Table of Logarithms is taught, as well as the use of tables which deal with the functions of the different angles. This course is offered only for those who have completed an equivalent of the other courses in mathematics offered in the Normal.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's Elementary Zoology.

BOTANY

Botany I, II, and III—This course continues throughout the year, and is arranged so as to overcome that undesirable feature found in many normal school courses in botany, where all the material needed in work is furnished fully prepared, thus training the teacher in a way that often results in his not knowing how to proceed when he is put in charge of a school. This course aims to lead the student direct to nature for the object of each lesson.

Instruction is given in the morphology and biology of plants, including a study in natural surroundings so far as possible, of type forms from the lowest to the highest. A study is made of the struggle for existence among plants, as is shown by their reaction and adaptations to the various factors in their environments—water, light, soil, temperature, etc. The identification of trees, shrubs, and herbaceous plants, and their grouping into societies, form a part of the work. Attention is given to methods of preparation and preservation for future use. The intimate relations between botany and agriculture are constantly kept in view, and are emphasized by the working out of practical questions which serve to lead the student to reason for himself and draw his own inferences from the common phenomena about him. Special attention is given to the peculiar conditions in evidence in this section of South Dakota.

NATURE STUDY AND AGRICULTURE

Nature Study and Agriculture I, II, and III—This work is of an elementary nature. It is the intention of the course to introduce the student to method of procedure in laboratory investigation as well as observation made in the field. A method of learning how to learn is developed in each student, or, in other words, the student is taught to **see** what he is looking at. Such a habit is indispensable to the student, if he wishes to draw conclusions from or understand his work.

Throughout the fall term botanical specimens are studied. A knowledge of plant life is thus gained, which forms the foundation for the agricultural work taken up in the winter term. During this term the relation to man of plant and certain animals is considered, with special emphasis placed on means of destroying the noxious and preserving the beneficial species. The spring term deals almost entirely with such phases of animal life as are found most intimately associated with the welfare of man. No special equipment is used in the course. The work depends greatly on the seasons of the year and **outdoors** is the principal place of study. This

arrangement aims to acquaint the prospective teacher with methods that can be used in the country schools, where no facilities for laboratory work are at hand.

Advanced Agriculture I, II, and III—This course is designed to supplement the course in Agriculture and Nature Study for those pupils desiring more advanced work.

Special stress is laid on Agronomy, the study of crop growing, and the special conditions to be found in South Dakota. A special field study is made of corn, wheat, and alfalfa. Work in the field and in corn judging is required.

In the spring some time is given to agricultural accounts and farm management. Agriculture and Nature Study, or its equivalent, is a prerequisite.

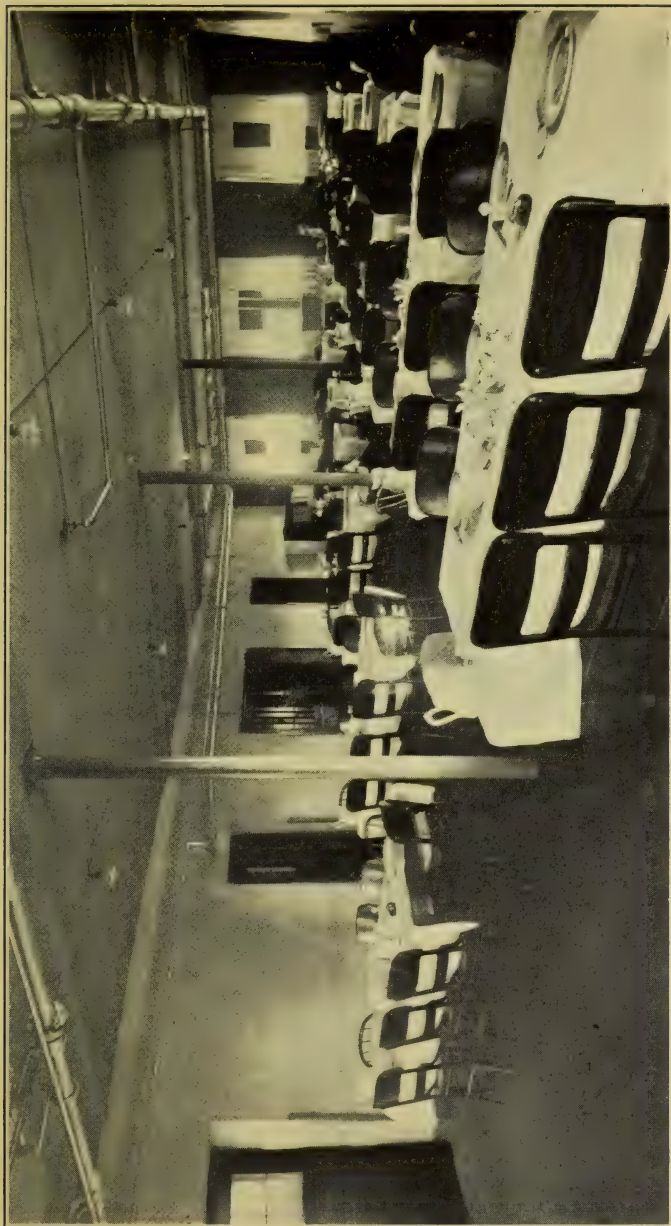
PHYSIOLOGY

Physiology I, II, and III—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

The text used is *The Human Mechanism*, by Hough and Sedgwick.

PHYSICAL GEOGRAPHY AND GEOLOGY

Physical Geography and Geology I and II—This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a term's work, the second term is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth processes of the past and present; methods of rock and



The Dining Room

soil formation and historical geology. Observations of the daily weather bulletins are made, and the records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock-formations of South Dakota, and to impress upon his mind the importance of soil-making in connection with agriculture. The textbook is supplemented by lectures and laboratory work, the course comprising two terms' work. The texts are Tarr's *New Physical Geography* and Norton's *Elements of Geology*.

PHYSICS

Physics I, II, and III—Physics is the science of all change not affecting the composition of substances. One year is given to the study of its elementary applications in which mechanics constitutes about one third. The simple machines and their applications are carefully worked out. A student having completed this part of the work should be able to designate which of the simple machines any part of a complex machine is. Sound, light, heat, electricity, and magnetism, which constitute the remainder of the year's work, are taken up in order. Their applied uses are noted, and thus the student is taught the value of special study in any given field of labor. Reference work is required. This course is not a completion of the physical science, but a foundation upon which the student may build. An especially strong feature of this course is its laboratory accompaniment, where principles and laws are tested. The laboratory is well equipped and as the work necessitates it, more apparatus is added. Several manuals are used and a note-book is kept. Breakage is charged to the student. To do this work satisfactorily the student must have a working knowledge of algebra and plane geometry. Text: Hoadley.

Primary Batteries, Electrical Measurements, and Physical Technics, which are designed especially for teachers of physics, may be arranged for.

CHEMISTRY

Chemistry I, II, and III—This course is for beginners and serves as an introduction to chemical nomenclature, methods, and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of \$1.50 per term, payable in advance, is charged to cover cost

of chemicals used and necessary breakage. Extra breakage is charged to the student.

Text: Morgan & Lyman. Courses in Qualitative Analysis and Oxidation may be arranged for by those prepared for them.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thoughts clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

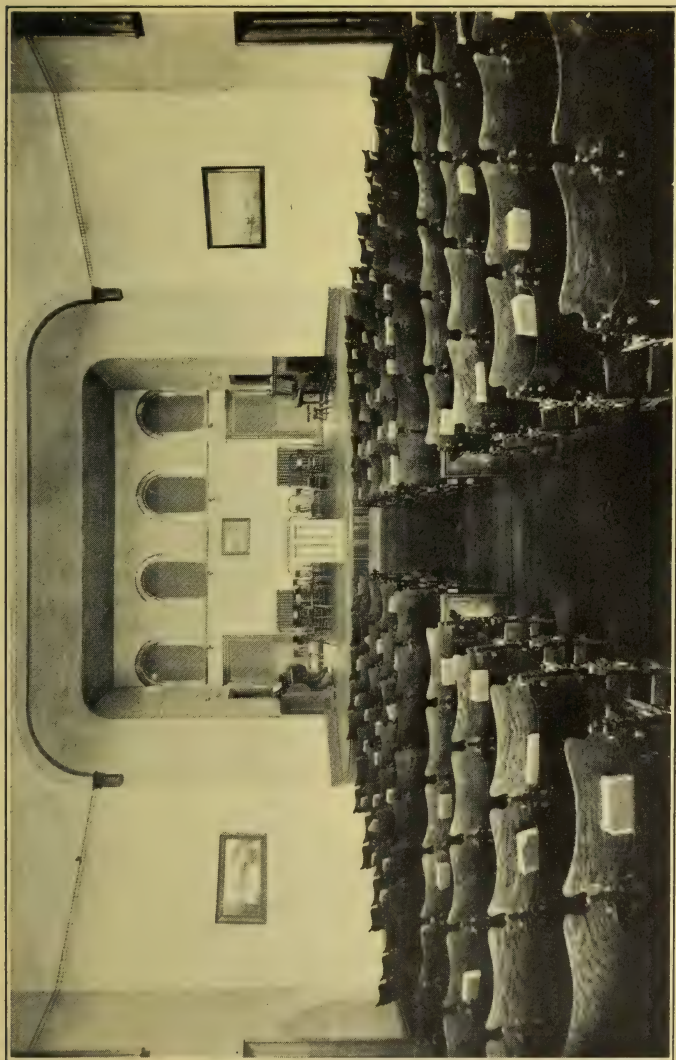
Public Speaking I, II, and III—This is an elective during any year. It is designed to be a thoroughly practical course, which will enable the student to speak well and easily in public, and give him greater confidence in all oral work. Attention is given to correct breathing, proper carriage of the body, voice control, expression, articulation, and gesture.

The principles learned are applied early in the course to literary masterpieces delivered before the class and to exercises in oral composition. The various forms of public address are analyzed to discover the principles which govern their composition, and originals in each form are composed by the students and delivered before the class. A study of debating and argumentation, extemporaneous speaking and parliamentary law, completes the year's work.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically, using as material literary masterpieces. Work will be done in expression, management of voice and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.



The Auditorium

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind; hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and construction.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training; and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work of this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the student's surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, paintings, and sculpture.

Drawing I—An elementary course in free-hand drawing is from life and still life. Some original composition of drawing is given, as well as dictated and copy work. The objects used during this term are based largely on the cylinder and sphere as types. The pencil and crayola are used.

Drawing II—This term's work is a continuation of the preceding term, and in addition includes time studies from plant form, and still life pose in both color and pencil and charcoal. Time is given to original composition and illustrative work, both in color, and black and white. The principles of elementary perspectives are taught.

Drawing III—More advanced work is given along the same lines of study. Special emphasis is given, however, to the principles underlying drawing. Some applied design is given. Free-hand sketching from objects in parallel and angular perspective, is done. Water-color, charcoal, pencil, and crayons are used.

Drawing IV, V, and VI—This course is planned for those who desire to do more advanced work in drawing, and is devoted to still life, life and pose, and plant form in color, pencil, and charcoal; and pencil and color studies of exteriors and interiors of buildings. Still life and original composition in crayon, pencil, water-color, charcoal, and charcoal and water-color, are done. Some work in picture study is also given.

Perspective Drawing and Design I, II, and III—This is an advanced course in drawing, the emphasis being placed on the principles underlying perspective drawing, including (1) diagram, (2) parallel, (3) angular, (4) oblique, and (5) free-hand or model drawing.

In this course is also included work in designing of textiles, wall and floor coverings, book-covers, etc., as well as the application of the original designs to articles made of cloth, paper, and leather. Some work will be given in cut and tooled leather, also in sheet metal.

History of Art and Picture Study I, II, and III—A history of painting and sculpture from the earliest times up to the present day is studied, including the lives of the greatest



May-Pole Winding on the Campus



Normal School Orchestra

artists. Copies of the masterpieces of various nations will be made, not alone for technique but for a clearer knowledge of the pictures' meaning and beauty.

DOMESTIC SCIENCE AND ART

The thought underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement of the nation depend upon the home, that the business of home-making should be regarded as a profession and be given the most serious thought; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of thought.

The purpose of these courses is two fold, namely, to prepare the girls to be more capable in every-day life, and to qualify them to teach these subjects in the schools of this State.

Domestic Science I, II, and III—In this course the following topics are covered: production of heat and ways of transmitting in cooking; physical and chemical changes effected in the preparation of food for serving; composition and nutritive value of foods: tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Domestic Art I, II, and III—Some of the points which are emphasized in this course are the value of well-made clothing; a knowledge of materials, which will be of economic value; a study of materials in ready-made garments on the market; and a study of the conditions under which they are made. A limited time is given to costume design, textiles, and embroidery.

The first term's work is devoted to hand-sewing, and involves the use of the chief forms of sewing—running stitch,

basting, backstitch, overhanding, overcasting, hemming, making of seams, mitered and square corners, putting on bands, gathering, making of plackets, sewing on tapes, patching, darning, making of buttonholes, sewing on buttons, hooks and eyes, hemstitching, and learning to make a few decorative stitches. One garment made by hand is required.

The second term is a continuation of the work of the previous term. In addition patterns are drafted from measure, and garments made from these, and others are made from patterns bought. By this plan the student is taught the general plan of pattern-making, and has drill in adjusting the patterns bought. Undergarments are made in this term. Special attention is given to the use and care of the sewing machine.

During the third term each student is required to make a simple cotton dress and a fancy summer dress. Costume design and millinery form a part of this course. Special reading and written reports on assigned topics are required during the third term.

Gymnastics—An elective course in gymnasium work is open to the young women of the school. This class meets in two sections twice a week. Simple military commands, various free-movement exercises, dumb-bell, barbell, wand and Indian club drills, apparatus work, and games are being taught. Much of this work is adapted to the use of public school teachers in their work.

In addition to the gymnasium classes, there is a squad of girls organized for playing basket ball. They practice regularly twice a week. Games between the class teams stimulate healthful rivalry.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Although the subjects are the same as those required in the grades of the common school, the work in the Normal School is more thorough and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the entire year. It is expected that every student deficient in these branches take up this course.

Reading and Literature—The course in Reading and Literature has been prepared especially for the Elementary Normal Course. In this course the student is given drill on

the subject of phonetics, the use of diacritical marks, oral reading, and an intensive study of the more difficult literary selections that he will have to teach in the public schools. The demand for better teachers of reading requires a carefully prepared course of this kind.

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thorough treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the students seem to demand. The subjects will be developed along lines best suited to prepare students for teaching, and still the practical side will not be lost sight of. Special attention will be given, from time to time, to oral exercises and analysis. Students that take this course must have completed successfully the work of arithmetic in the grades.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroughly, and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms.

Physiology—A term of physiology and hygiene is required in both the Elementary and Intermediate Courses. This course presupposes that the subject has been studied in the grades, and is, therefore, of an advanced nature, in which emphasis is placed upon the principles of hygiene and sanitation.

Geography—The course presented reviews the subject of world geography after a survey of the United States, as a basis for comparison. The phases particularly treated are political and commercial. The factor of visualization is made use of in map-making and the localizing of places in class work.

Civil Government—The chief aim of the subject is to impress on students their responsibilities as citizens and voters. The general principles of the American system of government are emphasized to show the subject in its application.

United States History—This course is intended to give the student a working outline of the subject, emphasis being placed upon chronological and geographical localization of events, and accurate statements of cause and effect. Some attention is also given to methods of teaching the subject in the rural and graded schools.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our State should know something of the record of its development and its rela-

tions to history in the making. A study of current events makes a fitting climax to the courses in history offered, and particularly to those in advanced American history and civics.

Drawing—Two periods a week during the entire year are devoted to elementary drawing. This work is required of all completing normal courses.

Music—Instruction in vocal class music, designed especially for those who expect to teach, is given two periods a week throughout the year.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

Pedagogy I and II—In this course are discussed the general principles of method as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discussed are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the school curriculum.

Pedagogy III—The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the



Madrigal Club



F Clef Club

psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Didactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty-five minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, sewing, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work is required of the students of the Elementary Course two forty-five minute periods a week for

two terms. It consists of systematic observation of instruction in the model school and criticism on the same.

PRINCIPLES OF EDUCATION

Principles of Education I and II—This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values.

PSYCHOLOGY

Psychology I and II—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this science—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is Wenzlaff's *The Mental Man*, which is supplemented by Seashore's *Elementary Experiments in Psychology*.

The second term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

Advanced Psychology I and II—Two terms of advanced psychology are given whenever it is elected.

TEACHERS' REVIEWS

Method in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Method in Geography—A detailed study of the best methods of teaching geography in the elementary schools is

made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Method in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Method in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.

Method in Reading—In this course is considered what reading work should include: the material and the method for grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and of modern methods, viewing each in the light of ultimate purpose, will be included. Reference reading is required.

BUSINESS COURSES

The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Spelling	5	Writing & Spelling	5	Writing & Spelling	5
Bookkeeping I. . .	5	Bookkeeping II. .	5	Bookkeeping III. .	5
Commercial Arith- metic I.	5	Commercial Arith- metic II.	5	Commercial Arith- metic III.	5
Commercial Cor- respondence I. .	5	Commercial Cor- respondence II. .	5	Commercial Cor- respondence III. .	5
Shorthand	5	Shorthand	5	Shorthand	5
Typewriting . . .		Typewriting . . .		Typewriting . . .	

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thorough drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—The student is taught the elements of book-keeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business, so far as it is possible in a school. Students have the opportunity to become acquainted with the Burrough's adding machine. Text: Goodyear-Marshall.

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Penmanship—A plain business hand is taught, aiming at neatness and legibility.

Shorthand and Typewriting—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines of the latest make are used, such as the L. C. Smith and the Remington. Students of typewriting, when sufficiently advanced, may have the opportunity of learning to operate a duplicating machine, namely the Writerpress. Texts: Pitman's Shorthand; Van Sant's System of Touch Typewriting.

A fee of \$1 a term is charged for the use of a typewriter one hour daily.

MUSIC

The Normal School offers thorough courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and three chorus clubs. These meet one hour each week for practice. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in Piano, Voice, and Violin. The time for completion cannot be fixed by the number of years of study or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

VOCAL MUSIC

The following courses in vocal music, taught in classes and open to all the students of the School free of charge, are offered:

Vocal Music I, II, and III—This course in the elements of vocal music is given two periods a week, and is required of all students taking regular normal courses.

Vocal Music IV, V, and VI—The work of this year comes three times a week, and includes sight singing, ear training, melody writing, terminology, study of child voice, and of children's songs.

Vocal Music VII, VIII, and IX—This is a course of four periods a week, and covers methods, harmony, and the history of music.

In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

PIANOFORTE

Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the commands of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; Le Couppey, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65. Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerney, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Couppey (La Difficulte); Compositions by Grieg, Godard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, Op. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selec-

tions by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer. Advanced Conatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubenstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course in harmony and musical history.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department. These are not occasions for display, but a means of discipline in musical training.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Danccla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Danccla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeriot, Hauser, and those of other standard composers are used.

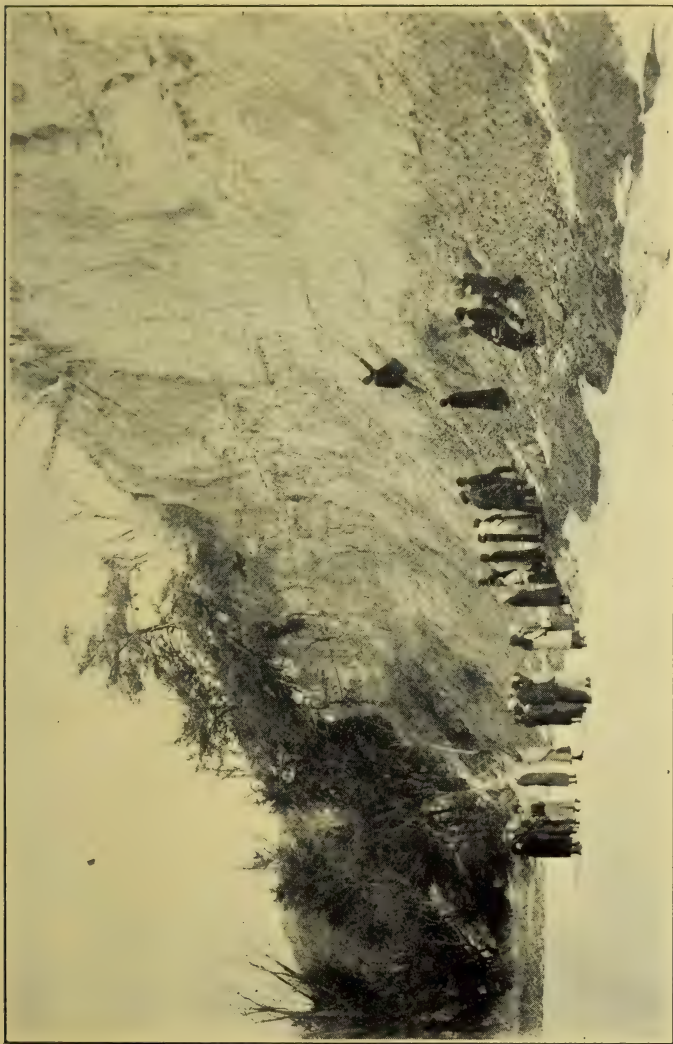
Perfect intonation is insisted upon, and tone quality and a thorough understanding of the essential principles of bowing are all impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

Fees

A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a term, on the basis of one hour's practice daily.



Nature Study Class in Field Work

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom.....	Chicago, Ill.
Nettie Jane Bridgman.....	Springfield
Ira Stanton Burnett.....	Armour
Merton D. F. Eastley.....	Presho
Emma Webster Hill.....	Springfield
Howard Joseph Hill.....	Monroe, Neb.
Walter Cheney Macy.....	Springfield
Catherine Julia Muller.....	Minneapolis, Minn.
Gerald Emil Muller.....	Mitchell
Walter Michael Quinn, M. D.....	Zeeland
Cora Adelia (Taff) Flood.....	Waterbury, Neb.
Cora Blanche Wood.....	Springfield

1900

Ned Henry Benedict.....	Philip
Bertha Hope Benson.....	Philip
Max Lee Bridgman.....	Springfield
Mabel Jane (Bussey) Barber.....	Chicago, Ill.
Mary Helene (Flack) Hill.....	Monroe, Neb.
Charles Monroe Keeling, M. D.....	Springfield
Julia Altha (Marvin) Geeting.....	Spencer, Iowa
Ella Griffin (McAuley) Stilwell.....	Tyndall
Bessie Louise Mead.....	Seattle, Wash.
Amaret Aileen (Morrison) Giltner.....	Fessenden, N. D.
Charlotte Justina (Radway) Smith.....	Philip
Roy George Stevens, M. D.....	Sioux Falls
Cora Elizabeth (Trumbo) Wetzberger.....	Doland
Marie Alberta (Voy) Hoard.....	Chicago, Ill.
Florence Edna (Young) Nichol.....	Aberdeen

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller.....	Sioux City, Iowa
Ben Harrison Bridgman.....	Springfield

Edith Adelia (Bridgman) Graham.....	Elm Springs
Anna Margaret Brown.....	Chamberlain
Noda Agnes Brown.....	Woonsocket
Arthur Eastley.....	Wetashkiwin, Alberta, Canada
Zoa May (Flavin) King.....	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett.....	Armour
Anna Loretta Martin.....	Running Water
Maud Ethel (Marchant) Muller.....	Mitchell
Rosine Edna (McDonald) Plumb.....	Grand Junction, Colo.
Mary Alice Owen.....	Yankton
Effie Belle (Radway) Bridgman.....	Springfield

1902

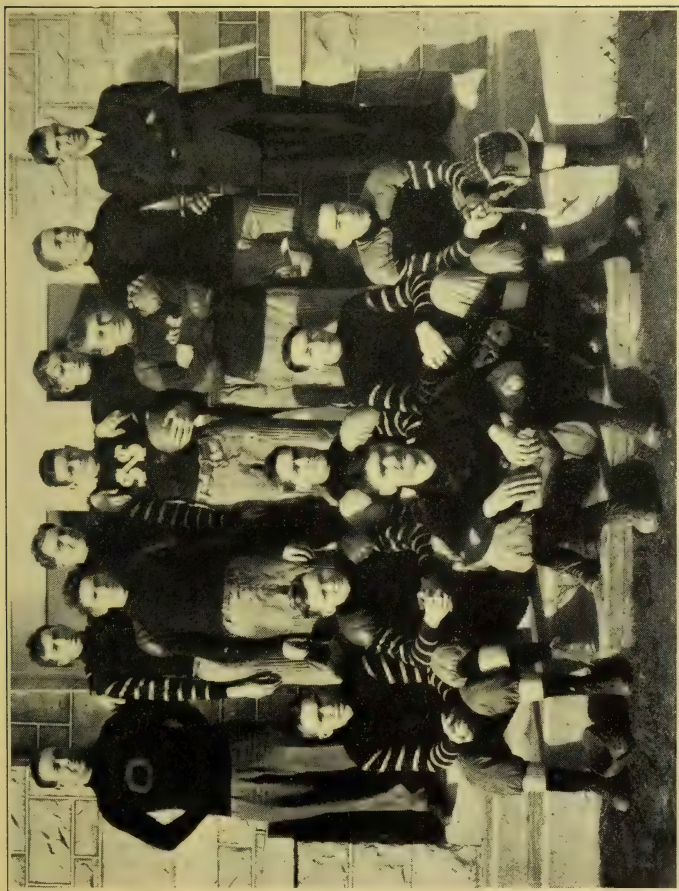
Eliza Maud Bussey.....	Tyndall
William Arthur Bussey.....	Tyndall
Erle Francis Craig.....	Greenwood
Robert Holland Frazee, A. B.....	Seattle, Wash.
Lynden Miller Greene.....	Springfield
Susan May Harrison.....	New England, N. D.
Charles Lawrence Hill.....	Springfield
Helena Estella (Jones) Nelson.....	Tyndall
James Burdette Kelsey.....	Buffalo, N. Y.
Bessie Amelia (Monfore) Dempster.....	Springfield
Grace Edna Morrison.....	Columbus, Mont.
Grace Luvina (McCullum) Page.....	Luther, Iowa
John Francis Quinn, M. D.....	Hosmer
Clara Emeline (Searles) Hickman.....	Philip
Anna Henrietta (Stephens) Hall.....	Philip
Ralph Van Wood.....	Springfield

1903

Nina Muriel Campbell.....	Sioux City, Iowa
Florence Lorena (Gardner) James.....	Bonilla
Jessie Belle (Gardner) Hill.....	Springfield
Rosa Emma (Patten) Sells.....	Avon
Mabel Clare Smith.....	Springfield
Glen Eugene Sunderlin.....	Glenn Ferry, Mont.

1904

Rachel Viola Abbott.....	Sioux City, Iowa
Myrtle Ida (Best) Ray.....	Armour
Grace Emilie Cannam.....	Britton
Jennie Mary (Chatfield) Casson.....	Perkins
Valucia Violant (Curtis) Langsworthy.....	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper.....	Bonilla
Lavina Jane Hamilton.....	Olivet
Ida Mary Hildreth.....	Denver, Colo.
James Ignatius Keenan.....	O'Neill, Neb.



Football Team

Christine Bridget Kelly.....Iona
 Hanna Theodora Knapp.....Sioux City, Iowa
 Alberta America (Monfore) Humphrey.....Howard
 Cynthia Belle Orr.....Meckling
 Robert Joseph Quinn, M. D.....Aberdeen
 Susie Edwina Wood.....Sioux Falls

1905

John Raymond Babb.....Oak Park, Ill.
 Erving Elmer Baldridge.....Northville
 Emma Benesh.....Isabel
 Hawley Franklin Colgrove.....Los Angeles, Cal.
 Ida Melvina Cooper.....Beresford
 Fred Eugene Dawes.....Springfield
 Charlotte Josephine (Dempster) Walsh.....Owanka
 Francis Joseph Farley.....Beresford
 Fred Ray Hildreth.....Denver, Colo.
 Helen Hunt (Hill) Chladek.....Tyndall
 Wilbur Arthur Hitchcock.....Laramie, Wyo.
 Mary Ann Hughes.....Tyndall
 Era R. (Keeling) Kirby.....Springfield
 Sadie Helen Lee.....Avon
 Orpha Mildred (Pegley) Root.....Guthrie Center, Iowa
 Irene Veronica Quinn.....Parkston
 Berenice Esther (Walker) Woodburn.....Aberdeen
 Eva Josephine Wilson.....Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn.....Zeeland, N. D.
 Joseph Heinrich Boese.....Adams, Mont.
 Orilla Mae Cannam.....Charles City, Iowa
 Gertrude Cora (Colburn) Swayne.....Oak Park, Ill.
 Ella Mary (Foley) Janda.....Wagner
 Helen Margaret Frazee.....Seattle, Wash.
 Ada Agnes Greene.....Tripp
 Mabel Irene Hildreth.....Denver, Colo.
 Edna Ammala (Johnson) Peterson.....Mink Creek, Iowa
 Lane Esther (Joslyn) Button.....Naples
 Robert Perry Pegley.....Springfield
 Cora (Spurrell) Guptill.....Springfield
 Claribel Marie Stanley.....Vivian
 Mary Edith (Stevens) Stanley.....Lead
 Frank Edmund Tupper.....Running Water
 Mary Elizabeth Wagner.....Columbus, Mont.
 Charlotte Ruth Walker.....Philip
 Lorenzo Clisby Wicks.....Fremont, Neb.
 Margaret Jane (Williams) Morrison.....Springfield
 Alice Mabel (Wood) Cogswell.....Seattle, Wash.

1907

Mona (Bossingham) Monfore.....	Dallas
Kate Eulalia Donnelly.....	Running Water
Josephine Jones.....	Springfield
Alta Belle (Melick) Trowbridge.....	Springfield
Margaret Martha Murphy.....	Tyndall
Helga L. (Sletvold) Hartman.....	Running Water
Harold Leroy Trowbridge.....	Springfield

1908

George Arthur Boschma.....	Perkins
John Henry Hofeldt.....	Riverside, Cal.
James Kirk, Jr.....	Perkins
Mary Kirk.....	Perkins
Susan Bereniece Leach.....	Seattle, Wash.
Fred Harold Monfore.....	Sioux Falls
Minnie Louise (Monfore) Campbell.....	Springfield
Frank Mead Snow.....	Springfield
Rachel Cynthia Stephens.....	Springfield
Charles C. Thomas.....	Perkins
Richard Thomas	Perkins

1909

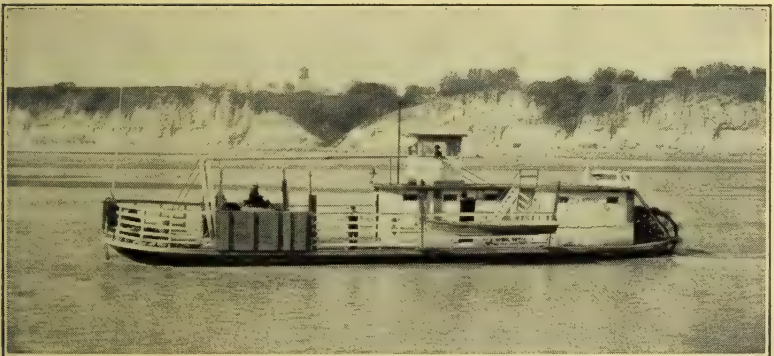
Leona (Hartman) Stephens.....	Perkins
Marie Matilda Holter.....	Platte
Maude Lucy Hoopes.....	Gayville
Oran J. House.....	Springfield
Esther Bard Jaquays.....	Springfield
Margaret Roberta Jaquays.....	Springfield
Ruby Lillian Mills.....	Mitchell
Edna Dare Pierce.....	Cottonwood
Myra H. Renshaw.....	Des Moines, Wash.
Esther May (Shaver) Dawes.....	Springfield
Eva Merriman (Slasor) Tietge.....	Revena
Winifred Bell Williams.....	Columbus, Mont.

1910

Benjamin Abraham Boese.....	Freeman
Valesca Olga Dodte.....	Neillsville, Wis.
Harriet Lois (Kelsey) Halverson.....	Medicine Hat, Canada.
Hazel Libbie Kirk.....	Springfield
Ruth Vieda Monfore.....	Vermillion
Amy Alice Myron.....	Fairfax
Edith Belle Starks.....	Mitchell
Benjamin Heinrich Unruh.....	Avon
Nina Marie Wagner.....	Scotland
Alice Henrietta Wolff.....	Lennox



Boating at Springfield



The Ferry "City of Springfield"

1911

Belinda Mulvina Campbell.....	Columbus, Mont.
Gertrude Dykstra.....	Running Water
Gilbert Garver Fites.....	Tyndall
Anna Frieda Gretschnann.....	Menno
Leita McAdams (Hill) Kaufmann.....	Yale
Laura Lisle Joslyn.....	Platte
Harriet Lydia Pegley.....	Springfield
Ida Spurrell	Springfield
Mabel E. Tupper.....	Running Water
Myrtle Ruth (Young) House.....	Springfield

1912

Martha Benesh	Tyndall
Louise Amelia Holter.....	Platte
Louisa Elizabeth Kirk.....	Springfield
Hazel Belle (Lawson) Slater.....	Bon Homme
Anna Pauline Stemmerman.....	Chamberlain
Ralph Mortiboy York.....	Tulare

1913

Hazel Rebecca Richmond.....	Geddes
Mary Joy Rose.....	Kimball
Agnes Mabel Shaver.....	Springfield R. F. D.
Myrtle May Taff.....	Chamberlain

Graduates From Advanced Normal Course

1909

Joseph Heinrich Boese.....	Adams, Mont.
Francis Joseph Farley.....	Beresford

1910

Leona (Hartman) Stephens.....	Perkins
John Henry Hofeldt.....	Riverside, Cal.

1911

Ruby Lillian Mills.....	Scotland
Benjamin Heinrich Unruh.....	Avon

1912

Cordelia Colburn.....	Morningside, Iowa
Anna Frieda Gretschnann.....	Menno
Mary Wilson Guthrie.....	Yankton

Oran J. House.....	Springfield
Ruth Vieda Monfore.....	Vermillion
Nest Valjean Pattee.....	Scotland
Lorenz Martin Petri.....	Miles City, Mont.
Eva Merriman (Slasor) Tietge.....	Ravena
Nina Marie Wagner.....	Scotland

1913

Aurelia Ruth Morrison.....	Freeman
Harriet Lydia Pegley.....	Springfield
Myra H. Renshaw.....	Des Moines, Wash.
Floy Homan Trowbridge.....	Freeman
Elizabeth Ann Williams.....	Tripp
Jay Allen York.....	Tulare
Ralph Mortiboy York.....	Tulare

**PERSONS COMPLETING NON-GRADUATE NORMAL
COURSES**

Intermediate Course

1912

Bessie May Barker.....	Gregory
Josephine Benesh.....	Tyndall
Paul Herod Brill.....	Tabor
Leona Lloyd Burr.....	Academy
Maude S. Burr.....	Academy
Anna Sutherland Guthrie.....	Williston, N. D.
Martha Esther Hoopes.....	Gayville
Blanche Jeffers.....	Irene
Eva Elizabeth McAllister.....	Parker
Anna Catherine Ryan.....	Tyndall
Lillian Marie Sturtevant.....	Worcester, Mass.

1913

Ida Bakker.....	Avon
Ella Anna Benesh.....	Tyndall
Martha Georgine Burwitz.....	Gayville
Frances Margaret Hughes.....	Tyndall
Betsey Christina Johnson.....	Springfield
Mary Elizabeth Lewis.....	Cambridge Springs, Pa.
Mary Alma Millar.....	Wagner
Eva Rachel Newell.....	Alcester
Florence Iva Newell.....	Alcester
Mabel Cress Pinney.....	Plankinton

Elementary Course

1912

Eldah Gladys Lumm.....	Tabor
Clara Amada Stockholm.....	Lesterville
Ada Lavina Watwood.....	Tyndall
Lottie Lavina Young.....	Midland, Mont.
Beulah Frances Younglove.....	Freeman

1913

Minnie Lillian Bartekoske.....	Tyndall
Myrtle Benedict.....	Wausau, Wis.
Evelyn Boden.....	Tyndall
Beulah Constance Chamberlain.....	Utica
Josephine Ella Drha.....	Springfield
Margaret Catherine Hentges.....	Parker
Mabel Catherine McFarland.....	Wagner
Edna Maye Miller.....	Platte
Lulu Margaret Thomas.....	Harding
Grayce Irene Van Derhule.....	Irene

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America (Monfore) Humphrey, '03.
Valucia Violant (Curtis) Langsworthy, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt (Hill) Chladek, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois (Kelsey) Halverson, '08.
Floy Homan Trowbridge, '09.
Alma, Elizabeth Brown, '12.
Nest Valjean Pattee, '12.
Hazel Eugenia Gilmore, '13.

**STUDENTS IN ATTENDANCE DURING THE YEAR
1913-1914.**

Senior Class (Sixth Year)

Lola Ellen Alexander.....	Santee, Neb.
Fred Biittler	Tabor
Esther May Dawes.....	Springfield
Josephine Amelia Hilton.....	Springfield

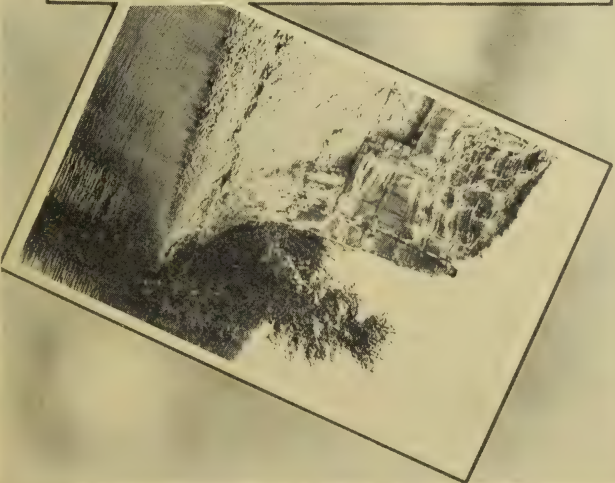
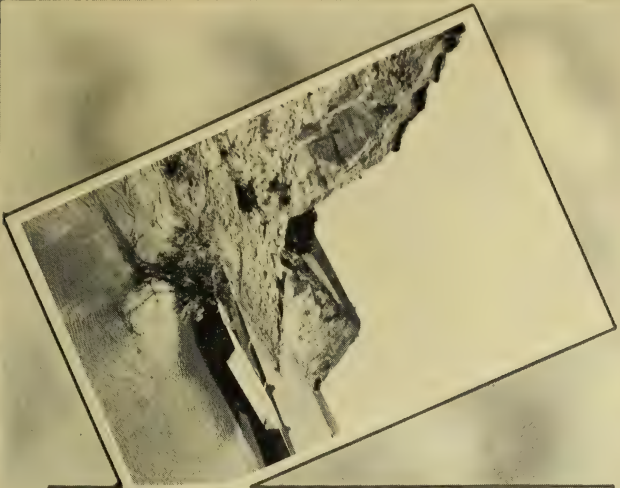
Esther Bard Jaquays.....	Springfield
Margaret Roberta Jaquays.....	Springfield
Eva Rachel Newell.....	Alcester
Magnus Peterson Schultz.....	Ethan
Ida Spurrell.....	Springfield, R. F. D.

Junior Class (Fifth Year)

Celia Anderson.....	Parker
Agnes Maude Cannam.....	Armour
Addie Maude Carpenter.....	Wagner
Anna Stacia Chladek.....	Verdigre, Neb.
James Wallace Cooper.....	Springfield
Mary Edna DeBeer.....	Harrison
George Arthur Glassing.....	Centerville
Dollie Mae Hill.....	Running Water
Edwin Niles Hitchcock.....	Springfield
Amanda Josephine Holter.....	Platte
Betsey Christina Johnson.....	Springfield, R. F. D.
Nancy Emily Jones.....	Springfield, R. F. D.
Mary Agnes Lagan.....	Yankton
Addie Lucile Mills.....	Springfield
Clifford Riley Slasor.....	Springfield, R. F. D.
Edith Lillian Slasor.....	Springfield, R. F. D.
Ruby Sophia Tomlinson.....	Scotland
Grace Catherine Tupper.....	Running Water

Fourth Year Students

Genevieve Vera Coate.....	Springfield
Gertrude Eva Dierenfield.....	Fairfax
Nina Fern Gilmore.....	Marcus
Ida Grace Gunderson.....	Menno
Lassara Ruth Hartman.....	Springfield
Samuel Hitchcock.....	Springfield
Clare Theresa Holleman.....	Perkins
Alice Margaret Horacek.....	Tabor
Helen Hunt Jackson.....	Kennebec
Ruth Elizabeth Johnson.....	Springfield, R. F. D.
Frank Waterman Kelsey.....	Springfield
Gladys Evelyn Kibble.....	Springfield
Elma Clarissa Melick.....	Springfield, R. F. D.
Beatrice Marie Noble.....	Springfield
Leoti Muriel Patrick.....	Wheeler
James Milo Pattee.....	Springfield
Ruth Augustina Schaefer.....	Scotland
Elmer James Spurrell.....	Springfield, R. F. D.
Ladie Elleanore Thomas.....	Springfield, R. F. D.
Lewis Chambers Turner.....	Springfield



Great Stone Face and Chalk Cliffs near Springfield

Carl Hunter Wallace.....	Springfield
Bernardette Geneviene Walsh.....	Yankton
Laura Alma Watwood.....	Tyndall, R. F. D.
Solomon Henry Wenzlaff.....	Armour
Edwin Dwight Wood.....	Springfield
Joseph Hofer Wurz.....	Freeman

Third Year Students

Erma Agnes Brown.....	Springfield
Margaret Barbara Chladek.....	Verdigre, Neb.
Blanche Almeda DeMelt.....	Springfield
Edna Marguerite Henry.....	Wakonda
Carrie Blanche Hitchcock.....	Springfield
Arthur Lynn Kibble.....	Springfield
Arthur Leslie Lawson.....	Santee, Neb.
Jacob Hofer Mendel.....	Freeman
Johannes J. A. Ploos van Amstel.....	Yest, Netherlands
Elsie May Slasor.....	Springfield, R. F. D.
Mary Emma Smith.....	Clark
Ethel Pearl Snowden.....	Springfield
Janet Mabel Snowden.....	Springfield
Emma Irene Taff.....	Springfield
Clarence Talsma.....	Springfield, R. F. D.
Clara Mate Wallace.....	Springfield
Robert Eugene Walpole.....	Springfield
Ruth Clarissa Walsh.....	Mission Hill
Myra Roxy Wenzlaff.....	Springfield
Raymond Alsworth Young.....	Springfield

Second Year Students

David Becker.....	Avon
Edward John Benesh.....	Tyndall
Eva Elizabeth Crow.....	Springfield, R. F. D.
Jennie DeHaan.....	Harrison
Anna Marion Drha.....	Springfield, R. F. D.
Ruth Olga Gretschmann.....	Springfield, R. F. D.
Jacob Wipf Gross.....	Hitchcock
Lorna Emily Gupstill.....	Springfield, R. F. D.
Paul Asmus Hansen.....	Bon Homme
Theresa Elizabeth Hower.....	Utica
Andrew Adolph Hofer.....	Freeman
Agnes Addie Holleman.....	Perkins
Ethel Henrietta Hughes.....	Herriek
Julia Burnell Knutson.....	Centerville
Caroline Belle Kubal.....	Geddes
Ada Emily Loken.....	Wagner
Minnie Ovidia Loken.....	Wagner

Grace Thankful Luke.....	Avon
John Sydney McCarthy.....	Springfield
Catherine Lavina McCullom.....	Springfield, R. F. D.
Cecelia Mae Michel.....	Springfield
Hartzell Clayton Mills.....	Springfield
Mary Madelyn Muller.....	Avon
Walter James O'Donnell.....	Bon Homme
Elizabeth Harriet Provost.....	Owanka
Floyd Omer Rains.....	Springfield, R. F. D.
Frank Vince Rehurek.....	Tabor
Rose Wilma Rist.....	Centerville
Hazel Frances Seaman.....	Geddes
Velma Stella Slasor.....	Springfield, R. F. D.
Gertrude Elizabeth Steadman.....	Volin
Grace Gray Thomas.....	Perkins
Julia Newell Treat.....	Springfield
Chester Bryan Truesdell.....	Springfield
Shelby Alphonso Turner.....	Springfield
Wilbur Gustav Wenzlaff.....	Springfield
William Bradford Wenzlaff.....	Armour
Albert Henry Wicks.....	Springfield
Jessie Imogene Young.....	Alexandria

First Year Students

Emelie Katherine Anderson.....	Hurley
Emily Avis Anderson.....	Viborg
Rena Bakker	Avon
Alease Frances Blake.....	Geddes
Roselia Frances Borszich.....	Lesterville
Minnie Beatrice Bowles.....	Wewela
Sunbeam Burton.....	Springfield
Della Arvilla Coate.....	Springfield
Hazel Catherine Costello.....	Greenwood
Roy Eugene Dempster.....	Springfield, R. F. D.
Raymond Mathias Doehler.....	Bridgewater
Bertha Harriet Dykstra.....	Running Water
Bernard Michel Foley.....	Springfield, R. F. D.
Esther Karolina Gretschnann.....	Springfield, R. F. D.
William Morse Haley.....	Milesville
Gertrude V. Halsey.....	Springfield, R. F. D.
Daisy Dagmar Hanson.....	Hurley
Samuel James Henderson.....	Springfield
William Conrad Hennies.....	Springfield, R. F. D.
Esther Alice Henry.....	Wakonda
Roy Charles Housman.....	Bon Homme
Grace Huisman.....	Scotland
Beulah Grace Kenaston.....	Wewela

Caroline Magdelyn Kreber.....	Springfield, R. F. D.
Rose Anna Kropinske.....	Oacoma
Reuben Larsen.....	Viborg
Ruth Olive Mahaffa.....	Millboro
Millie Edwina McLane.....	Running Water
Mildred Lillian Michel.....	Springfield
Thomas Lee Michel.....	Springfield
Hazel Gladys Mills.....	Springfield
Howland Swift Monfore.....	Springfield
Carl Herbert Muehl.....	Kennebec
Myrtle May Noble.....	Springfield
Sarah Isadore Oliver.....	Avon
Albina Laura Pekash.....	Tripp
Eva Ruth Pereboom.....	Burke
Mildred Helen Perkins.....	Perkins
Bruce Herbert Pigsley.....	Springfield
Glenn Evert Pigsley.....	Springfield
Machiel Adrian Ploos van Amstel.....	Drum, Holland
Bessie Stella Sanford.....	Beresford
Alvina Schatz.....	Oacoma
Tobias Abraham Schultz.....	Avon
Albert Thomas Simek.....	Tyndall
Frank Joseph Slapak.....	Tabor
Frances W. Slasor.....	Springfield
Otto William Slasor.....	Springfield, R. F. D.
Catherine Stanton.....	Woonsocket
Francis Van Dusen.....	Avon
Minnie Vogt.....	Bridgewater
Josephine Evangeline Vyborny.....	Tabor
Howard Fred Wagner.....	Springfield
Marion Edwin Watwood.....	Springfield, R. F. D.
Lelah Frances Wittenmeyer.....	Avon
Theodore John Wrage.....	Centerville

Special Commercial Students

Henry Jacob Bennett.....	Springfield
Roselia Frances Borszich.....	Lesterville
James Wallace Cooper.....	Springfield
Esther May Dawes.....	Springfield, R. F. D.
Roy Eugene Dempster.....	Springfield, R. F. D.
Raymond Mathias Doehler.....	Bridgewater
Bernard Michel Foley.....	Springfield, R. F. D.
Jacob Wipf Gross.....	Hitchcock
Alice Matilda Gunderson.....	Menno
William Morse Haley.....	Milesville
Samuel James Henderson.....	Springfield
William Conrad Hennies.....	Springfield, R. F. D.

Roy Charles Housman.....	Bon Homme
Helen Hunt Jackson.....	Kennebec
John Sydney McCarthy.....	Springfield
Jacob Hofer Mendel.....	Freeman
Thomas Lee Michel.....	Springfield
Bruce Herbert Pigsley.....	Springfield
Glenn Evert Pigsley.....	Springfield
Frank Vince Rehurek.....	Tabor
Albert Thomas Simek.....	Tyndall
Otto William Slasor.....	Springfield, R. F. D.
Elmer James Spurrell.....	Springfield, R. F. D.
Catherine Stanton.....	Woonsocket
Chester Bryan Truesdell.....	Springfield
Howard Fred Wagner.....	Springfield

Special Public Speaking Students

Agnes Maude Cannam.....	Armour
Gertrude Eva Dierenfield.....	Fairfax
Ada Emily Loken.....	Wagner
Eva Rachel Newell.....	Beresford

Special Gymnastic Students

Gertrude E. Funk.....	Springfield
Susie C. Wenzlaff.....	Springfield

SPECIAL MUSIC STUDENTS

Piano

Celia Anderson.....	Parker
Emilie Katherine Anderson.....	Hurley
Rena Bakker.....	Avon
Roselia Frances Borszich.....	Lesterville
Minnie Beatrice Bowles.....	Wewela
Sunbeam Burton.....	Springfield
Addie Maude Carpenter.....	Wagner
Anna Stacia Chladek.....	Verdigre, Neb.
Margaret Barbara Chladek.....	Verdigre, Neb.
Hazel Catherine Costello.....	Greenwood
Esther M. Dawes.....	Springfield, R. F. D.
Mary Edna DeBeer.....	Harrison
Blanche Almeda DeMelt.....	Springfield
Eleanor Groot Duguid.....	Springfield
Marion Isabella Duguid.....	Springfield
Bernard Michel Foley.....	Springfield, R. F. D.
George Arthur Glassing.....	Centerville
H. H. Goodenough.....	Springfield

Esther Karolina Gretschnann.....	Springfield, R. F. D.
Ruth Olga Gretschnann.....	Springfield, R. F. D.
Daisy Dagmar Hanson.....	Hurley
Edna Marguerite Henry.....	Wakonda
Esther Alice Henry.....	Wakonda
Carrie Blanche Hitchcock.....	Springfield
Agnes Addie Holleman.....	Perkins
Clare Theresa Holleman.....	Perkins
Amanda Josephine Holter.....	Platte
Alice Margaret Horacek.....	Tabor
Ethel Henrietta Hughes.....	Herrick
Grace Huisman	Scotland
Ruth Elizabeth Johnson.....	Springfield, R. F. D.
Nancy Emily Jones.....	Springfield, R. F. D.
Beulah Grace Kenaston.....	Wewela
Julia Burnell Knutson.....	Centerville
Caroline Magdelyn Kreber.....	Springfield, R. F. D.
Caroline Belle Kubal.....	Geddes
Reuben Larsen.....	Viborg
Grace Thankful Luke.....	Avon
Mary Jane McCardell.....	Wessington Springs
Catherine Lavina McCollum.....	Springfield, R. F. D.
Millie Edwina McLane.....	Running Water
Celia Mae Michel.....	Springfield
Addie Lucile Mills.....	Springfield
Hazel Gladys Mills.....	Springfield
Clarice Jennie Monfore.....	Springfield
Howland Swift Monfore.....	Springfield
Mary Madelyn Muller.....	Avon
Leoti Muriel Patrick.....	Wheeler
Albina Laura Pekash.....	Tripp
Eva Ruth Pereboom.....	Burke
Johannes J. A. Ploos van Amstel.....	Yest, Netherlands
Elizabeth Harriet Provost.....	Springfield
Rose Wilma Rist.....	Viborg
Bessie Stella Sanford.....	Beresford
Ruth Augustina Schaefer.....	Scotland
Tobias Abraham Schultz.....	Avon
Fern Iowa Smith.....	Springfield
Ida Spurrell.....	Springfield, R. F. D.
Grace Gray Thomas.....	Perkins
Grace Catherine Tupper.....	Running Water
Julia Newell Treat.....	Springfield
Clara Vogt	Bridgewater
Minnie Vogt	Bridgewater
Josephine Evangeline Vyborny.....	Tabor
Clara Mate Wallace.....	Tabor

Ruth Clarissa Walsh.....	Mission Hill
Marie Elizabeth Wandscheer.....	Springfield, R. F. D.
Eduard Lang Wenzlaff.....	Springfield
Myra Roxy Wenzlaff.....	Springfield
Wilbur Gustav Wenzlaff.....	Springfield
Jessie Imogene Young.....	Alexandria

Violin and Cello

David Becker	Avon
Edward John Benesh.....	Springfield, R. F. D.
Andrew Adolph Hofer.....	Freeman
Margaret Roberta Jaquays.....	Springfield
Mary Agnes Lagan.....	Yankton
Thomas Lee Michel.....	Springfield
Mary Madelyn Muller.....	Avon
Johannes J. A. Ploos van Amstel.....	Yest, Netherlands
Clifford Riley Slasor.....	Springfield, R. F. D.
Elmer James Spurrell.....	Springfield, R. F. D.
Alice May Taylor.....	Springfield
Wilbur Gustav Wenzlaff.....	Springfield

Voice

Emily Avis Anderson.....	Viborg
H. H. Goodenough.....	Springfield
George Arthur Glassing.....	Centerville
Alice Matilda Gunderson.....	Menno
Alice Margaret Horacek.....	Tabor
Helen Hunt Jackson.....	Kennebec
Caroline Belle Kubal.....	Geddes
Mary Jane McCardell.....	Wessington Springs
Tobias Abraham Schultz.....	Avon
Josephine Evangeline Vyborny.....	Tabor

Summer School Held Under the Direction of President G. G. Wenzlaff in 1913. The Work was not Carried on with State Funds and Hence is Apart from the State Work of the Institution

Ida Baker	Avon
Minnie Lillian Bartikoske.....	Tyndall
Fred Bittler	Tabor
Cora Viola Breidenbach.....	Plankinton
Martha Georgine Burwitz.....	Gayville
Edith Mae Carson.....	Herrick
Anna Stacia Chladek.....	Verdigre, Nebr.
Margaret Barbara Chladek.....	Verdigre, Nebr.
Edith Clare Cox.....	Herrick

Anna Marion Drha.....	Springfield, R. F. D.
Eleanor Groot Duguid.....	Springfield
Marian Isabella Duguid.....	Springfield
Goldie Eulala Eberhard.....	Herrick
Nina Fern Gilmore.....	Marcus
Ida Grace Gunderson.....	Menno
Grace Lillian Hartman.....	Springfield
Josephine Amelia Hilton.....	Springfield
Jacob Glanzer Hofer.....	Bridgewater
Ethel Henrietta Hughes.....	Herrick
Esther Bard Jaquays.....	Springfield
Margaret Roberta Jaquays.....	Springfield
Nancy Emily Jones.....	Springfield, R. F. D.
Reuben Larsen	Viborg
Frank M. Marchek.....	Marion
Lavina Henrietta Markley.....	Springfield
Mary Alma Millar.....	Wagner
Edna May Miller.....	Academy
Addie Lucile Mills.....	Springfield
Amy Alice Myron.....	Volin
Harriet Lydia Pegley.....	Springfield
Myra Renshaw	Seattle, Wash.
Magnus Peterson Schultz.....	Ethan
Clifford Riley Slasor.....	Springfield, R. F. D.
Edith Lillian Slasor.....	Springfield, R. F. D.
Lulu Margaret Thomas.....	Harding
Julia Newell Treat.....	Springfield
Grayce Irene Van Derhule.....	Irene
Ada Lavina Watwood.....	Springfield, R. F. D.
Eduard Lang Wenzlaff.....	Springfield
Myra Roxy Wenzlaff.....	Springfield
Solomon Henry Wenzlaff.....	Armour
Wilbur Gustav Wenzlaff.....	Springfield
William Bradford Wenzlaff.....	Armour
Madge Monfore Whiting.....	Sioux Falls
George Cornell Wicks.....	Springfield

PUPILS OF MODEL SCHOOL

Eighth Grade

Bernice Aney	Grace Kuyper
Nellie Bradley	Reuben Larsen
Ward Brown	Arthur Little
Blanche Buck	Howard Noble
Rachel Cummins	Percy Noble
Carlton De Melt	Carey Radway
Grace Hartman	Bertrand Rockwood

Gertrude Hedrick
George Henderson
Eulala House
Launah House
Ethel Kibble
Richard Kibble

Floyd Slasor
George Taff
Margie Treat
Harold Wagner
Eula Woods
Mary Young

Seventh Grade

Anna Bennett
Irene Bradley
Bernice Brown
Bertha Fryda
Sidney Guptill
Lester Hanlon
William Hill
Erwin Kibble

George Kibble
James Kirk
Daniel Little
Clarice Monfore
William Slattery
Jack Turner
Harriet Walpole

Sixth Grade

Anna Cunningham
Marion Duguid
Roy Hanlon
Gleva Hedrick
Frank Homer
Ervin Markley

Emma Sanborn
Violet Schneller
Austin Slasor
Harold Smalley
Gilmore Warner

Fifth Grade

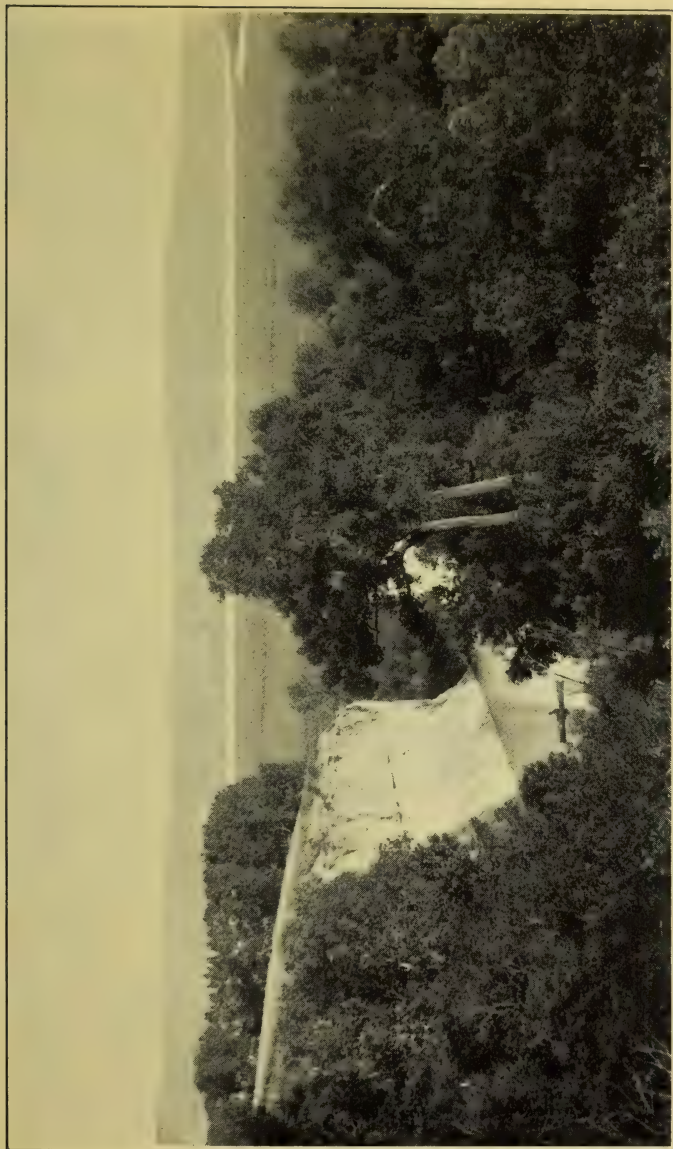
Onalee Aney
Myrtle Bailey
Catherine Bennett
Herod Brill
Harold Brown
Iris Coate
Maud Crossley
Isabel Crossley
Loretta De Long
Eleanor Duguid
Rea Hedrick
Leona Henderson
Harold House

Irene Johnson
Joseph Kuiper
Charles Michel
Gladys Noble
Naomi Pigsley
Wallace Slasor
Helen Slattery
Elsie Smith
Theodore Treat
Hebe Turner
Eduard Wenzlaff
Cleo Woods

Fourth Grade

Ernest Bradley
Goldie Coate
Elma Cook
Helen Drha
Margaret Hanlon
Clio Henderson

Harold Kirk
Mary Little
Henrietta Michel
Harold Schneller
Robert Serr
Thomas Slattery



View at Springfield

Vance Hoffman
Otto Homer
Cecelia Johnson
Fred Johnson
George Johnson
Mary Kane

Margaret Smalley
Blanch Wagner
Marie Weldon
William Williams
Irene Woods
Orville Woods

Third Grade

Bessie Bennett
Wilbert Bridgman
Eula Coate
Elsie Cook
Lavilla Crossley
Marion Gaynor

Harold Kibble
Enid Martin
Arthur Sanborn
Leslie Smith
Mary Warner
Opal Weldon

Second Grade

Marie Barta
Margaret Blanchard
Shirley De Long
Robert Duguid
Ruth Eymer
Oscar Gretschmann
Naomi Hoffman
Amanda Johnson
Hazel Johnson
Philip Kane

Paul Little
Esther McGoldrick
Emilie Michel
Blanche Noble
Earl Sanborn
Mary Slattery
Donald Snowden
Charlotte Turner
Ralph Williams

First Grade

John Barta
George Bennett
Joseph Bennett
William Bradley
Charles Clancey
Wayne Echelberger
Olive Hoaglin
Orbie Hoffman
James Hopkins
Alfred Johnson
Mattie Kinzie
Charles Martin

Wayne Monfore
Leland Parsons
William Parsons
Walter Pigsley
Margaret Slattery
Howard Smalley
Mattie Thomas
Lorel Wagner
Jane Walpole
Clara Williams
John Woods

ADDITION**Special Gymnastic Students**

Pearl M. Stein.....Springfield

SUMMARY OF ATTENDANCE**Normal School**

Senior (sixth year) students.....	9
Junior (fifth year) students.....	18
Fourth year students.....	26
Third year students.....	20
Second year students.....	39
First year students.....	56
Special commercial students.....	26
Special public speaking students.....	4
Special gymnastic students.....	3
Special piano students.....	71
Special vocal students.....	10
Special violin and cello students.....	12
Summer normal school students.....	45

Total	339
Counted more than once.....	134

Net total 205

Model School

Eighth grade pupils.....	26
Seventh grade pupils.....	15
Sixth grade pupils.....	11
Fifth grade pupils.....	25
Fourth grade pupils.....	24
Third grade pupils.....	12
Second grade pupils.....	19
First grade pupils.....	23

Total 155

Net total 360

87d nspr 4
14-15

Vol. V

JUNE, 1915

No. 1

State Normal School

QUARTERLY

Springfield, South Dakota

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

CATALOG NUMBER

with

Announcements for 1915-1916

STATE OF ILLINOIS

1915

UNIVERSITY OF ILLINOIS

PUBLISHED BY THE SCHOOL

Entered as second-class matter August 24, 1912, at the post office at Springfield,
South Dakota, Under the Act of August 24, 1912.

State Normal School

QUARTERLY

Springfield, South Dakota

Containing the

Eighteenth Annual Catalog

For the Year 1914-15

AND

Announcements for 1915-16

H. H. GOODENOUGH,
Secretary of the State Normal School at Springfield

FEB 1 1921

CALENDAR

1915-16

Fall Term, 1915 (12 weeks)

September 7, Tuesday—Beginning of Fall Term.

November 25, Thursday—Thanksgiving Day.

November 29, Monday—Close of Fall Term.

Winter Term, 1915-16 (12 weeks)

November 30, Tuesday—Beginning of Winter Term.

December 22, Wednesday—Beginning of Holidays Recess.

January 4, Tuesday—Resumption of Winter Term.

March 3, Friday—Close of Winter Term.

Spring Term, 1916 (12 weeks)

March 6, Monday—Beginning of Spring Term.

April 19, Wednesday—Beginning of Easter Vacation.

April 26, Wednesday—Resumption of Spring Term.

June 4, Sunday—Annual Sermon.

June 6, Tuesday—Nineteenth Annual Commencement.

Closing of Spring Term.

FACULTY, 1914-15

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid*; graduate student
Chicago Seminary, University of Chicago, University of
Berlin and University of Leipzig, Germany.

Psychology and Education

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Pal-
myra Seminary, Mo.; student Northern Illinois State Nor-
mal School.

Primary Critic

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin
College; A. M., *ibid*.

History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director
A. B., Oberlin College

Mathematics

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University of
Indiana; A. M., *ibid*; graduate student University of
Wisconsin.

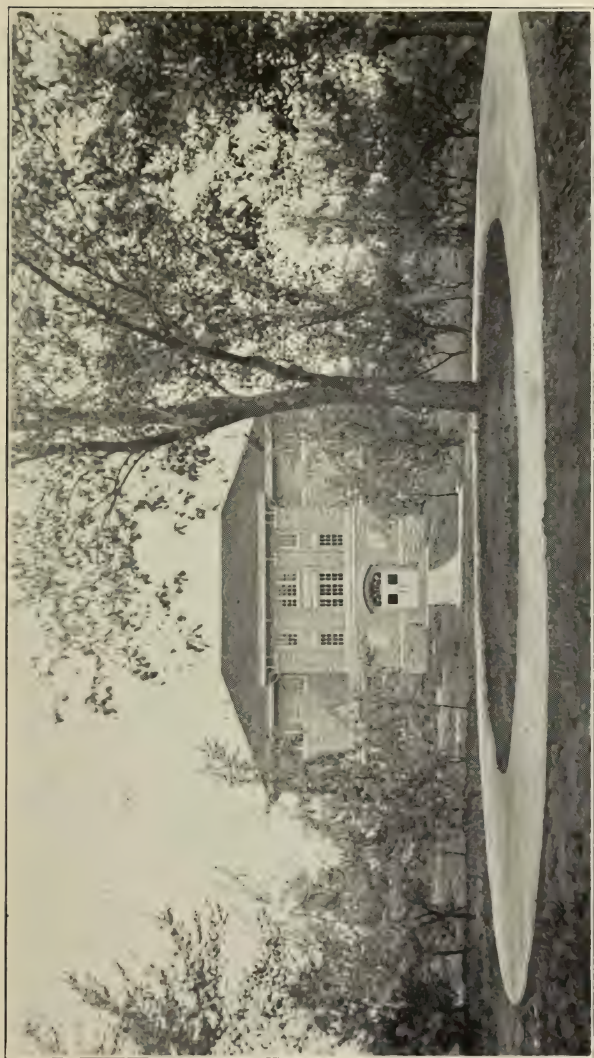
English

ARTHUR B. CARR, A. B.
A. B., Albion College; graduate student University of Michi-
gan.

Physics and Chemistry

HARRY SHERMAN STEIN, A. B., Di. M.
A. B., State University of Iowa; Di. M., Iowa State Teachers'
College.

Pedagogy and Review Branches



SCIENCE HALL

GRACE BERENICE COOPER, A. B.

A. B., Beloit College; graduate student University of Wisconsin.

Public Speaking and Assistant in English

PAUL M. GILMER, A. B.

A. B., Monmouth College; graduate student State University of Illinois and Purdue University.

Biology and Physiography

GERTRUDE E. FUNK, B. L.,

B. L., University of Minnesota; graduate student University of Minnesota and University of Chicago; private student in Germany.

German and Latin

MAUDE E. CROWELL, Registrar

Graduate Ferris Institute, Big Rapids, Michigan.

Shorthand and Commercial Branches

MARY J. McCARDELL, B. C. S.

B. C. S., Wessington Springs Seminary

Assistant in Business Department and Office Stenographer

JESSIE A. WILKINS, Head of Music Dept.

Graduate American Conservatory of Music, Chicago; student Tabor College, Conservatory of Music; private pupil of Herbert Butler and Orville W. Barker.

Violin and Piano

JESSICA R. BURTON

Graduate Grinnell School of Music

Piano and Voice

LOUISE NABER

Student James Millikin University, Chicago Art Institute, and Winona College.

Drawing, and Domestic Science and Art

HELEN C. PATTEE

Student Northern Indiana Normal University.

Second Primary Critic

GRACE E. GRATZ

Graduate Greensburg (Pa.) Seminary; student Grove City (Pa.) College and Valparaiso (Ind.) University.

Intermediate Critic

MARY ELIZABETH WOOD

Assistant Grammar Critic

S. MARGARET PROVOST

Grammar Critic

ORAN J. HOUSE

Graduate State Normal School, Springfield; student University of Chicago.

Manual Training

CORA BLANCHE WOOD

Graduate Springfield State Normal School.

Librarian

MRS. A. F. KELSEY, Matron
EARL DRYDEN, Engineer and Janitor

INFORMATION TO PROSPECTIVE STUDENTS

This catalog is published to give information about the School, especially to those who are planning to enroll as students. To facilitate getting at the facts usually asked for, an index has been put at the close of this publication, and besides the following directions may prove valuable.

Admission to the School—Requirements for admission, page 11.

Expenses—Tuition, page 10; Board, page 11; Room Rent, page 11.

Dormitory for Young Women—Page 9. See illustration.

Normal Courses—Page 13. Elementary course of two years for eighth grade graduates, page 15. Same course of one year for those having completed two years of high school, page 15. Intermediate course of two years for those having completed two years of high school, pages 16-17. Same course of one year for high school graduates, page 19. Advanced course of two years for high school graduates, pages 19-20.

Music—Class instruction, page 41. Private lessons in piano, voice, and violin, pages 48-50. Fees for private music instruction, page 50.

Business Courses—Pages 46-47.

Gymnasium—Page 9. See illustration.

School Terms—See Calendar, page 3.

The Teachers—See Faculty, pages 4-6.

Further information may be obtained by writing to the President of the School.

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

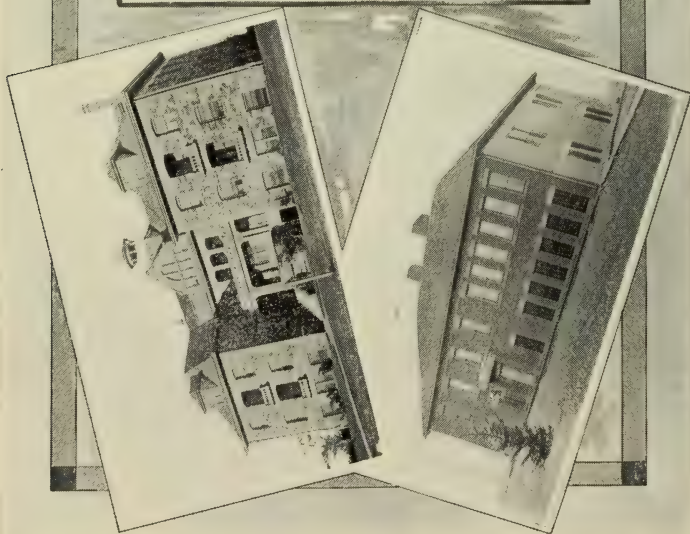
In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000 for a science hall and central heating plant, which were constructed in 1912-13.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

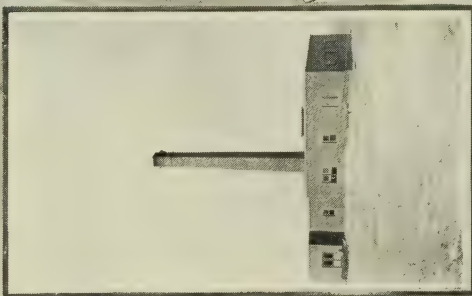


THE FACULTY

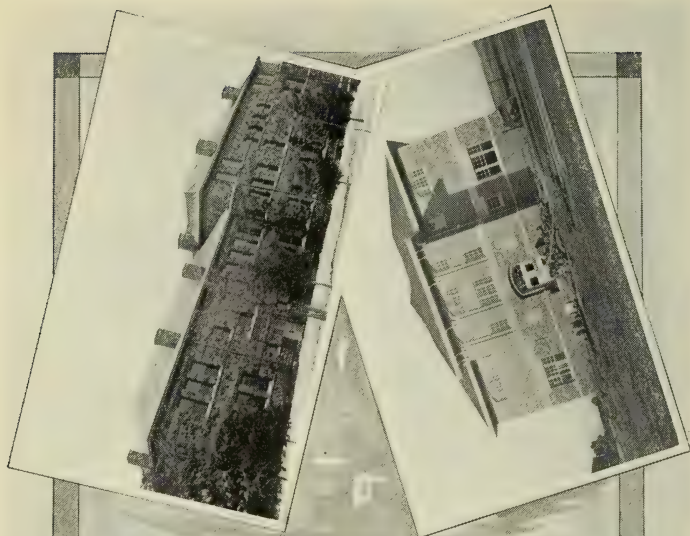


GIRLS DORMITORY

PRACTICE SCHOOL



POWER HOUSE



MAIN BUILDING

SCIENCE HALL

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroughly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A

well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition—For tuition each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for special music lessons, look under Music. A fee of \$3 per term is charged for weekly half-hour special lessons in public speaking. A small additional fee is charged those working in laboratories

and shop. All fees and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. The following are the rents:

All corner rooms, 60 cents, except the northwest corner rooms, which are 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.90 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition and fees for 36 weeks	\$ 12.00
Room rent at 40 cents.....	14.40
Board in Dining Club	104.40
Text-Books	15.00

Total\$145.80

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first two years of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

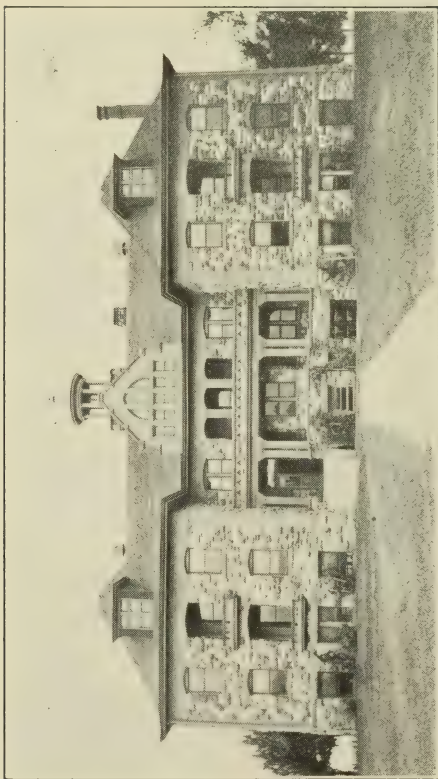
STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Woman's Christian Asso-

ciation, an athletic association, two literary societies, a debating club, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.



PARLOR IN SUMMIT HALL



SUMMIT HALL

COURSES OF STUDY

The school offers the following courses of study :

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life diploma.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano, violin, and vocal music, and public speaking. (See Business and Music Courses.)

CLASSIFICATION OF SUBJECTS

The subjects of instruction in the Normal School may be grouped as follows:

I. Academic Studies of High School and College Grade: Required

Algebra
Plane Geometry
General History
American History
English
Rhetoric
Am. Literature
Eng. Literature

Physiography
Physiology
Physics or Botany
Civics
Nature study and
Agriculture or
Biology
Elementary Ethics

Elective

Botany	History
Physics	Medieval
Zoology	Modern
Astronomy	English
Chemistry	Drawing
Psychology	Manual Training
Ethics	Domestic Science
Latin	Economics
German	Sociology
Advanced Algebra	Public Speaking
Solid Geometry	Agriculture
Trigonometry	Gymnastics

Credits in any of these subjects will be accepted from high schools, academies, colleges, and other normal schools.

II. Common Branches of Study:

Arithmetic	Orthography
Physiology	Writing
Geography	Reading
Eng. Grammar	Drawing
U. S. History	Music
S. Dak. History	Current Events
Civil Government	

Work done elsewhere in these subjects before graduating from the eighth grade will not be credited, since the work required in the Normal School is of an advanced and semi-professional character.

III. Professional Subjects:

Pedagogy (Didactics, Methods, School Management)
 Psychology
 History of Education
 Principles of Education
 Teachers' Reviews
 Practice Teaching and Observation
 Rural Sociology and Education

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the Elementary Course all the subjects listed are required. In the other courses some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the elec-

tives the necessary number of subjects. A student may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Orthography	5	Reading and Literature	5	Reading and Literature	5
Arithmetic	5	Arithmetic	5	Arithmetic or Book-keeping	5
English Grammar.	5	English Grammar.	5	English Grammar.	5
Physiology I.	5	Geography	5	U. S. History.	5

SECOND YEAR

Required Studies

Agriculture and Nature Study I.	5	Agriculture and Nature Study II.	5	Agriculture and Nature Study III.	5
Vocal Music I.	2	Vocal Music II.	2	Vocal Music III.	2
Drawing I.	2	Drawing II.	2	Drawing III.	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
		Didactics and Practice Teaching	4	Didactics and Practice Teaching	4
Civil Government.	5	S. D. Hist. and Current Events	1	S. D. Hist. and Current Events	1
Elective	5	Elective	5	Elective	5

INTERMEDIATE NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Algebra I.	5	Algebra II.	5	Algebra III.	5
English I.	5	English II.	5	English III.	5
Physiology I.	5	Physiology I. . .	5	Physiology II. . .	5
Agriculture and Na- ture Study I. . . .	5	Agriculture and Na- ture Study II. . .	5	Agriculture and Na- ture Study III. . .	5
or		or		or	
Biology I.	5	Biology II.	5	Biology III.	5

SECOND YEAR

Required Studies

Plane Geometry I. .	5	Plane Geometry II. .	5	Plane Geometry III .	5
English IV.	5	English V.	5	English VI.	5
General or Ancient History I.	5	General or Ancient History II.	5	General or Ancient History III.	5
Elective	5	Elective	5	Elective	5

Elective Studies

Agriculture I.	5	Agriculture II. . . .	5	Agriculture III. . . .	5
Pub. Speaking I. . .	5	Pub. Speaking II. . .	5	Pub. Speaking III. . .	5
German I.	5	German II.	5	German III.	5
Latin I.	5	Latin II.	5	Latin III.	5
Botany I.	5	Botany II.	5	Botany III.	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1
Gymnastics	2	Gymnastics	2	Gymnastics	2

THIRD YEAR

Required Studies

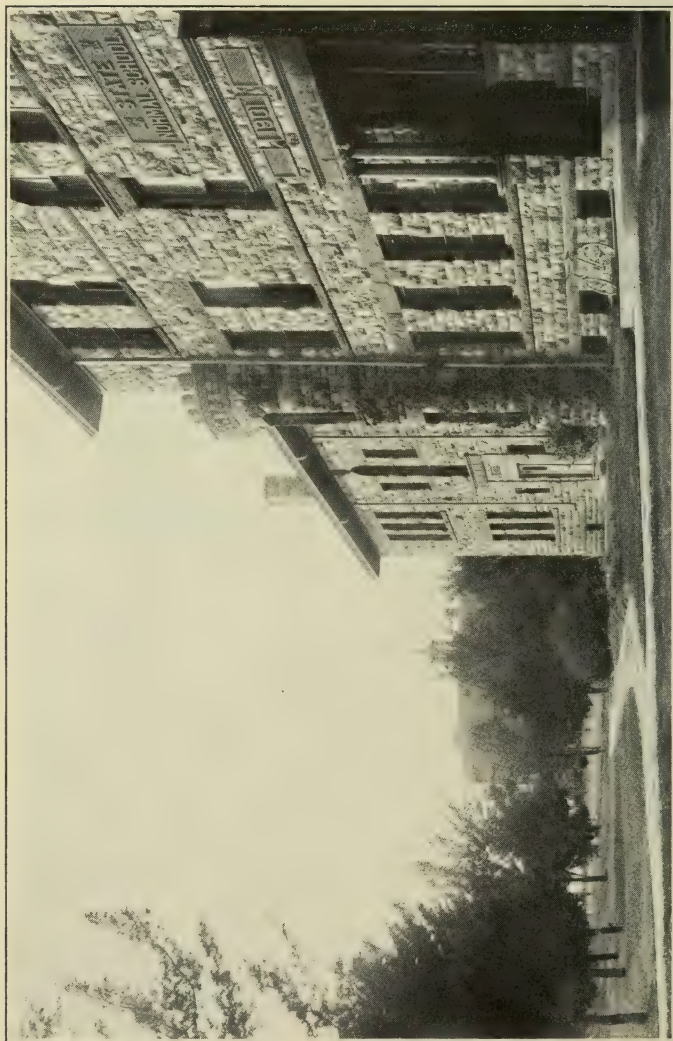
English VII.	5	English VIII. . . .	5	English IX.	5
Am. History I. . . .	5	Am. History II. . .	5	Civics I.	5
Vocal Music I. . . .	2	Vocal Music II. . .	2	Vocal Music III. . .	2
Drawing I.	2	Drawing II.	2	Drawing III.	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

Latin IV.	5	Latin V.	5	Latin VI.	5
German IV.	5	German V.	5	German VI.	5
Algebra IV.	5	Solid Geometry I. .	5	Solid Geometry II. .	5
Medieval History. .	5	Modern History I. .	5	Modern History II. .	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1



ROOMERS AT SUMMIT HALL



A GLIMPSE OF BUILDINGS AND CAMPUS

FOURTH YEAR

Required Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
General Methods I.	5	General Methods II	5	Writing and Orthography	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
		S. D. Hist. and Current Events	1	Geography	3
Psychology I.	5	Practice Teaching.	4	S. D. Hist. and Current Events	1
Elective	5	Elective	5	Practice Teaching.	4
				Elective	5

Elective Studies

German VII.	5	German VIII.	5	German IX	5
Latin VII.	5	Latin VIII.	5	Latin IX.	5
Zoology I.	5	Zoology II.	5	Zoology III.	5
Manual Training	5	Manual Training	5	Manual Training	5
Drawing IV.	5	Drawing V.	5	Drawing VI.	5
Vocal Music IV.	3	Vocal Music V.	3	Vocal Music VI.	3
Household Chemistry I.	5	Household Chemistry II.	5	Household Chemistry III.	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

ADVANCED NORMAL COURSE

THIRD YEAR

Required Studies

English VII.	5	English VIII.	5	English IX.	5
Am. History I.	5	Am. History II.	5	Civics I.	5
Physiology I.	5	Physiology II.	5	Physiology III.	5
Elective	5	Elective	5	Elective	5

Elective Studies

Zoology I.	5	Zoology II.	5	Zoology III.	5
German VII.	5	German VIII.	5	German IX.	5
Latin VII.	5	Latin VIII.	5	Latin IX.	5
Algebra IV.	5	Solid Geometry I.	5	Solid Geometry II.	5
Pub. Speaking I.	5	Pub. Speaking II.	5	Pub. Speaking III.	5
Vocal Music I.	2	Vocal Music II.	2	Vocal Music III.	2
Drawing I.	2	Drawing II.	2	Drawing III.	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1
Agriculture I.	5	Agriculture II.	5	Agriculture III	5

FOURTH YEAR

Required Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
English X.	5	English XI.	5	English XII.	5
*Physics or Bot-		*Physics or Bot-		*Physics or Bot-	
any I.	5	any II.	5	any III.	5
Electives	10	Electives	10	Electives	10
*Physics is required for Life Diploma.					

Elective Studies

Civics II.	5	Economics	5	Ethics	5
Manual Training I	5	Manual Training II	5	Man. Training III.	5
Medieval History	5	Modern History I.	5	Modern History II.	5
Latin X.	5	Latin XI.	5	Latin XII.	5
Drawing IV.	5	Drawing V.	5	Drawing VI.	5
Vocal Music IV. .	3	Vocal Music V. .	3	Vocal Music VI. .	3
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

JUNIOR YEAR

Required Studies

Psychology I (Gen-		Psychology II		Psychology III.	
eral)	5	(Experimental). .	5	(Genetic).....	5
Pedagogy I	5	Pedagogy II.	5	Rural Problems ..	5
Vocal Music I....	2	Vocal Music II... 2		Vocal Music III.. 2	
Drawing I	2	Drawing II..... 2		Drawing III. 2	
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II.	5	Chemistry III. . .	5
Dom. Science I... 5		Dom. Science II.. 5		Dom. Science III.. 5	
Man. Training IV. 5		Man. Training V.. 5		Man. Training VI.. 5	
Perspective Draw-		Perspective Draw-		Perspective Draw-	
ing & Design I. 3		ing & Design II. 3		ing & Design III. 3	
Hist. of Art & Pic-		Hist. of Art & Pic-		Hist. of Art & Pic-	
ture Study I... 2		ture Study II.... 2		ture Study III. 2	
Vocal Music VII.. 4		Vocal Music VIII.. 4		Vocal Music IX... 4	
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

SENIOR YEAR

Required Studies

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic 5		Grammar ... 5		Reading	2
Practice Teaching.15		Principles of Edu-		Geography 3	
		cation	4	History of Educa-	
		S. D. Hist. & Cur-		tion	4
		rent Events ... 1		S. D. Hist. & Cur-	
		Electives	10	rent Events ... 1	
				Electives	10

Elective Studies

Fall Term		Winter Term		Spring Term	
	Hrs		Hrs.		Hrs.
Ethics	5	Astronomy	5	Geology	5
*Sociology or Eco-		Adv. Psychology ..	5	Adv. Psychology ..	5
nomics I	5	Sociology or Eco-		Sociology or Eco-	
Mathematics	5	nomics II.	5	nomics III.	5
Biology	5	Mathematics	5	Mathematics	5
History	5	Biology	5	Biology	5
Adv. Physics	5	History	5	History	5
Domestic Art I....	5	Adv. Physics	5	Adv. Physics	5
		Domestic Art II. ..	5	Domestic Art III..	5

*Required for Life Diploma.

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Required Studies

General Methods I	5	General Methods II	5	Writing & Orthog-	
Teachers' Reviews		Teachers' Reviews		raphy	5
Arithmetic	5	Grammar	5	Teachers' Reviews	
				Reading	2
		S. D. Hist. & Cur-		Geography	3
		rent Events ..	1	S. D. Hist. & Cur-	
Psychology I.	5	Practice Teaching.	4	rent Events ..	1
Elective	5	Elective	5	Practice Teaching	4
				Elective	5

Elective Studies

Household Chem-		Household Chem-		Household Chem-	
istry I.	5	istry II.	5	istry III.	5
Dom. Science I...	5	Dom. Science II...	5	Dom. Science III...	5
German VII.	5	German VIII.	5	German IX.	5
Latin VII.	5	Latin VIII.	5	Latin IX.	5
Zoology I.	5	Zoology II.	5	Zoology III.	5
Manual Training.	5	Manual Training.	5	Manual Training..	5
Vocal Music I....	2	Vocal Music II....	2	Vocal Music III....	2
Drawing I.	2	Drawing II.	2	Drawing III.	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Vocal Music IV. ..	3	Vocal Music V.	3	Vocal Music VI....	3
Drawing IV.	5	Drawing V.	5	Drawing VI.	5
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES

JUNIOR YEAR

Required Studies

Psychology I.	5	Psychology II.	5	Psychology III. ..	5
Pedagogy I.	5	Pedagogy II.	5	Rural Problems ..	5
Vocal Music I.	2	Vocal Music II....	2	Vocal Music III....	2
Drawing I.	2	Drawing II.	2	Drawing III.	2
El. Ethics	1	El. Ethics	1	El. Ethics	1
Elective	5	Elective	5	Elective	5

Elective Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
English XIII.	5	English XIV.	5	English XV.	5
German X.	5	German XI.	5	German XII.	5
Chemistry I.	5	Chemistry II. ...	5	Chemistry III.	5
Dom. Science I. ..	5	Dom. Science II... 5		Dom. Science III.. 5	
Manual Training..	5	Manual Training..	5	Manual Training..	5
Perspective Draw- ing & Design I..	3	Perspective Draw- ing & Design II. 3		Perspective Draw- ing & Design III. 3	
Hist. of Art & Pic- ture Study I. ..	2	Hist. of Art & Pic- ture Study II... 2		Hist. of Art & Pic- ture Study III... 2	
Vocal Music VII... 4		Vocal Music VIII.. 4		Vocal Music IX... 4	
Special Inst. Music	1	Special Inst. Music	1	Special Inst. Music	1

SENIOR YEAR**Required Studies**

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic 5		Grammar 5		Reading 2	
				Geography 3	
Practice Teaching. 15		Principles of Edu- cation I. 4		History of Educa- tion..... 4	
		S. D. Hist. & Cur- rent Events ... 1		S. D. Hist. & Cur- rent Events ... 1	
		Electives 10		Electives 10	

Elective Studies

Ethics 5	Astronomy 5	Geology 5
*Sociology or Eco- nomics I. 5	Adv. Psychology I. 5	Adv. Psychology II. 5
Mathematics 5	Sociology or Eco- nomics II. 5	Sociology or Eco- nomics III. 5
Biology 5	Mathematics 5	Mathematics 5
History 5	Biology 5	Biology 5
Adv. Physics 5	History 5	History 5
Domestic Art. I... 5	Adv. Physics 5	Adv. Physics 5
	Domestic Art II. .. 5	Domestic Art III.. 5

*Required for Life Diploma.

Botany or Zoology may be substituted for
Biology and Agriculture and Nature Study.

OUTLINE OF SUBJECTS

I Academic Studies

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thoughts, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX—The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Everyman" as an example of the morality play. Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's *Elegy* in a Country Churchyard.

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayist of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Throughout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1915-16

For Reading

Group I—(Two to be selected)

Selections from the Old Testament.

The Odyssey, omitting, if desired, Books I-V, XV-XVII.

The Iliad, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI.

Virgil's Aeneid.

Group II—(Two to be selected)

Shakespeare's Merchant of Venice.

Shakespeare's Midsummer Night's Dream.

Shakespeare's As You Like It.

Shakespeare's Twelfth Night.

Shakespeare's Henry V.

Shakespeare's Julius Caesar.

Group III—(Two to be selected)

George Eliot's Silas Marner.

Goldsmith's Vicar of Wakefield.

Either Scott's Ivanhoe, or Scott's Quentin Durward.

Hawthorne's House of the Seven Gables.

Defoe's Robinson Crusoe, Part I.

Either Dicken's David Copperfield, or Dicken's Tale of Two Cities.

Thackeray's Henry Esmond.

Mrs. Gaskell's Cranford.

Stevenson's Treasure Island.

Group IV—(Two to be selected)

Sir Roger de Coverley Papers.

Franklin's Autobiography.

Irving's Sketch Book.

Macaulay's Essays on Lord Clive and Warren Hastings.

Thackeray's English Humorists.

Bunyan's Pilgrim's Progress, Part I.

Selections from Lincoln's Addresses and Letters.

Parkman's Oregon Trail.

Either Thoreau's Walden, or Huxley's Autobiography and selections from Lay Sermons.

Stevenson's Inland Voyage and Travels with a Donkey.

Group V—(Two to be selected)

Gray's Elegy in a Country Churchyard, and Goldsmith's Deserted Village.

Coleridge's Ancient Mariner, and Lowell's Vision of Sir Launfal.

Scott's Lady of the Lake.

Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Palgrave's Golden Treasury (First Series), Books II and III.

Macaulay's Lays of Ancient Rome, and Arnold's Sohrab and Rustum.

Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

Browning's Select Poems.

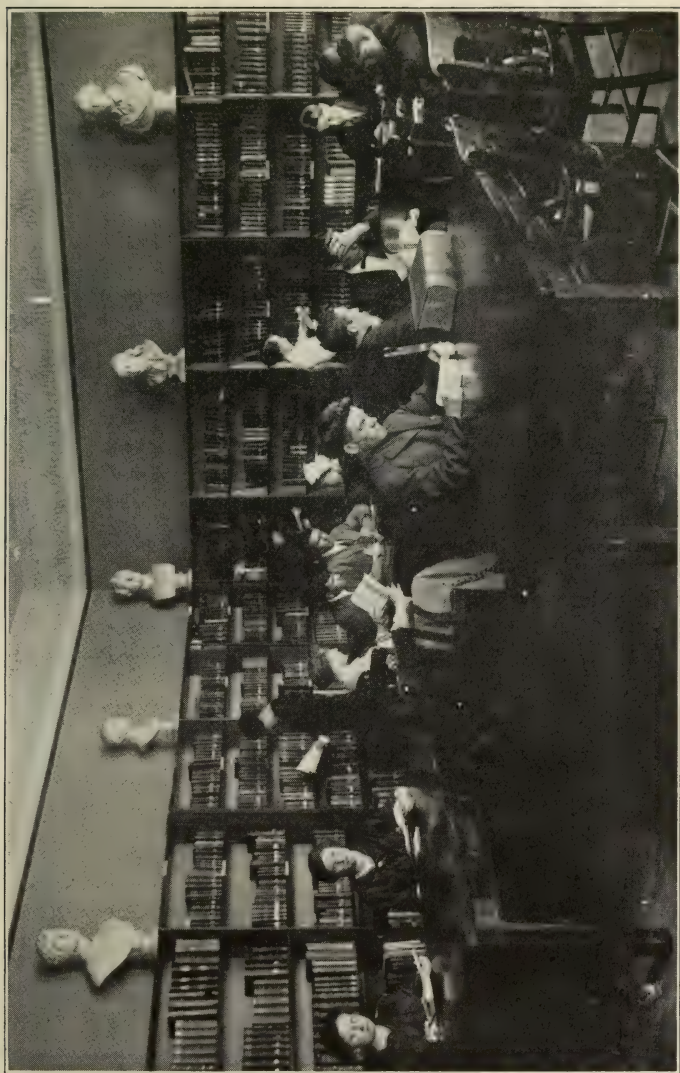
Palgrave's Golden Treasury (First Series), Book IV.

Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound.

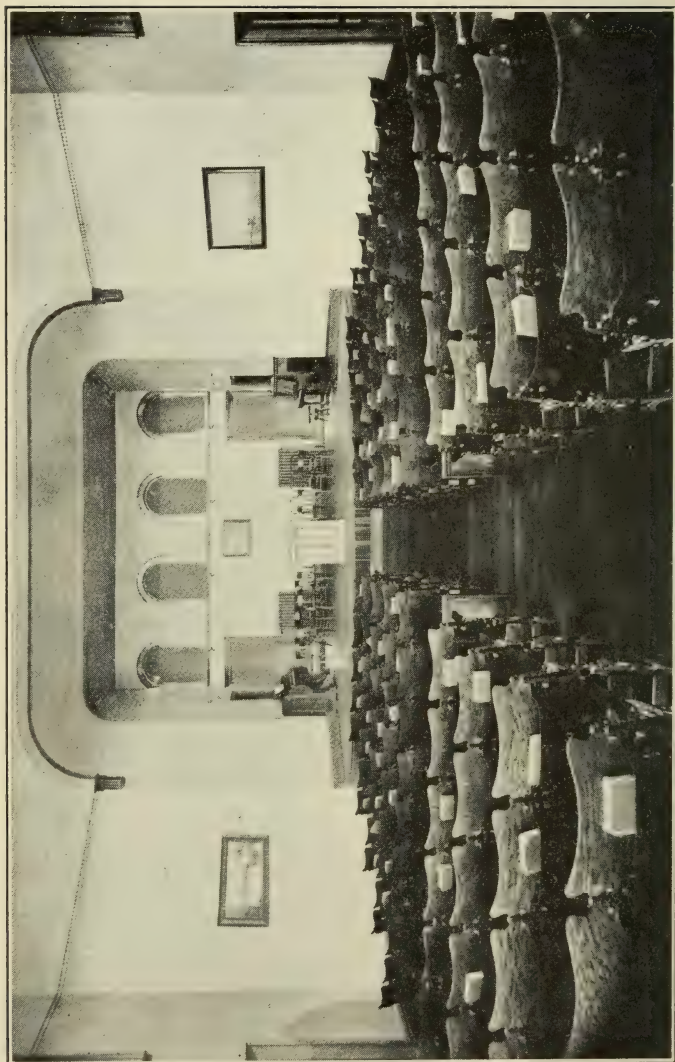
LATIN

The Latin course includes four years of study, and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—Inflectional forms and the simpler rules of syntax are studied. Special attention is given to pronunciation as an essential to efficiency. The mastery of vocabularies is required, and pupils are encouraged to study derivatives. Easy Latin reading and simple prose composition are early taken up, followed later in the year by a translation of the introductory chapters in the first book and the whole of the second book of Caesar's Commentaries on the Gallic War. A comparison of the English and Latin modes of expression is made, and forms and constructions are kept before the pupil. The chief aims are a knowledge of the subject-matter and its expression in smooth idiomatic English, which necessitates, on the part of the pupil, a literal translation.



THE LIBRARY



THE AUDITORIUM

Latin IV, V, and VI—The study of Caesar's Gallic War is continued as begun in first year. Books I, III, and IV are completed, after which either the Gallic War is continued, or selections from Caesar's Civil War are studied. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are considered in class work. The study of syntax and vocabulary is continued by means of the text and prose composition. Sight translation is used frequently, and idiomatic English is required in all translations.

Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, an orator, and a philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of the grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation work is a prominent feature of the courses. Just as the translating of English must be into idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's *Germelshausen*, Storm's *Immensee*, and Hauff's *Das Kalte Herz*. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's *Minna von Barnhelm* and Eichendorff's *Taugenichts*. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Scheffel's *Der Tromper von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, and XII—The fourth year is given to the study of more difficult masterworks of German literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and II.....	3 terms
Medieval History	1 term
Modern History I and II.....	2 terms
English History	1 term
Advanced American History I and II.....	2 terms
South Dakota History and Current Events...	1 term
One period weekly (see Common Branches)	
United States History, Teachers' Review....	1 term
(See Professional Subjects)	
Additional courses as called for.....	3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most

profitably be pursued, a one-year course in general history is provided, which is required in certain courses and is scheduled for study during the second year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thorough study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. The text used is Myers' General History.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the fall and winter terms. During the fall term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics. The text used is Muzzey's American History.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and be inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Guiteau's *Government and Politics in the United States*.

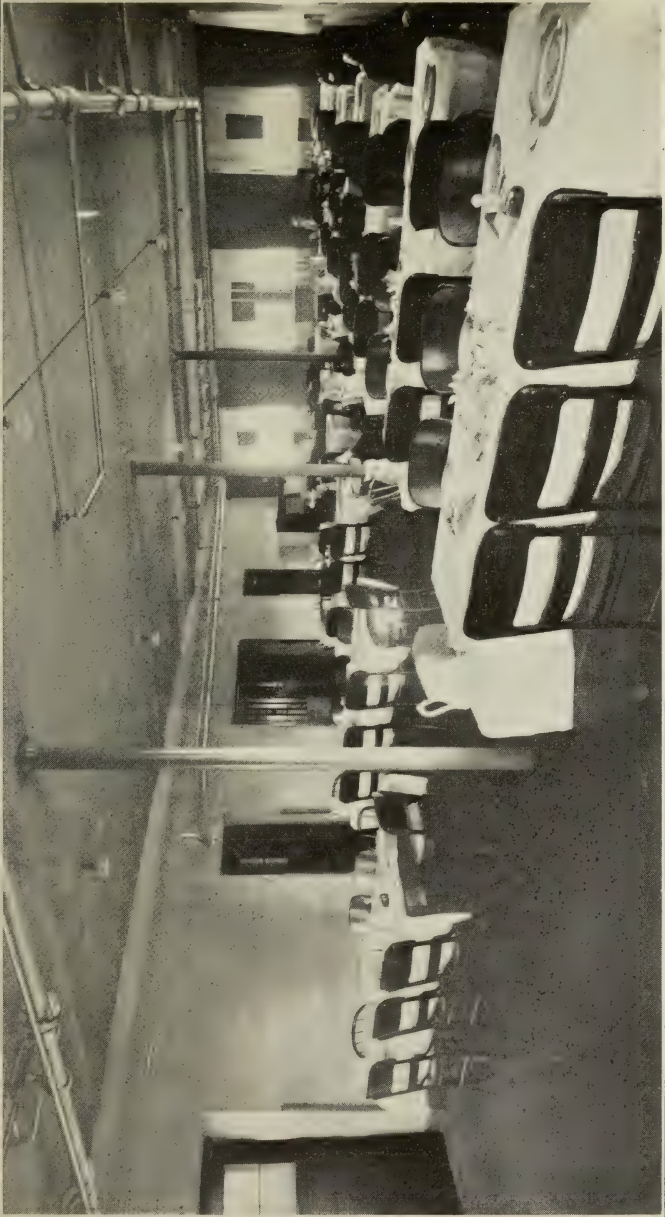
Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's *City Government in the United States*.

ECONOMICS

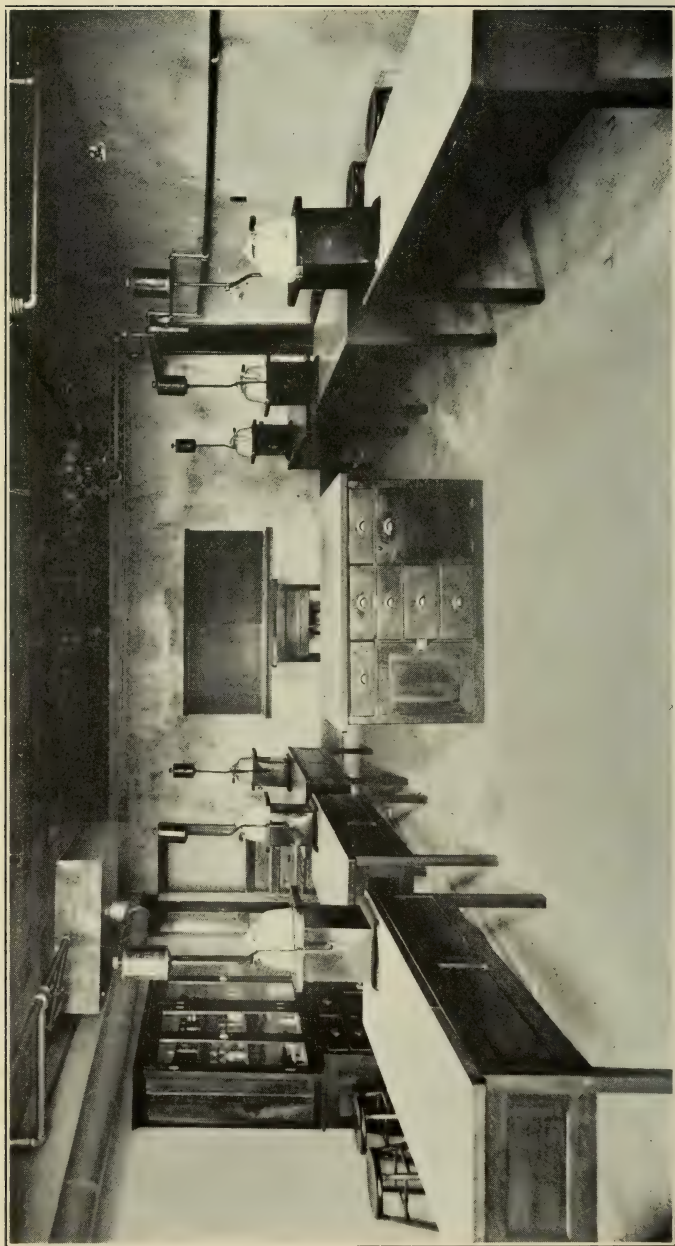
Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

Economics I, II, and III—This subject occurs in the fall,



THE DINING ROOM



DOMESTIC SCIENCE LABORATORY

winter, and spring terms, and is elective to advanced students. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. Fetter's Principles of Economics is used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues throughout the year. After becoming familiar with the general accepted ideas regarding the science of society the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Gidding's Elements of Sociology and Ellwood's Sociology and Modern Social Problems are the texts used.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a moral responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy. Sisson's The Essentials of Character and other texts are used.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III	3 terms
Plane Geometry I, II, and III.....	3 terms
Advanced Algebra	1½ terms

Solid Geometry	1½ terms
Trigonometry	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects)	
Business Arithmetic (See Business Courses)	
Bookkeeping (See Business Courses)	

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of system of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating

the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I, II, and III are prerequisites.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

Trigonometry I and II—In this course, a careful study is made of the relations of the sides and angles of a triangle. Right, oblique, and spherical triangles are studied in the order named. In connection with these, the use of Table of Logarithms is taught, as well as the use of tables which deal with the functions of the different angles. This course is offered only for those who have completed an equivalent of the other courses in mathematics offered in the Normal.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the labora-

tory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's Elementary Zoology.

BOTANY

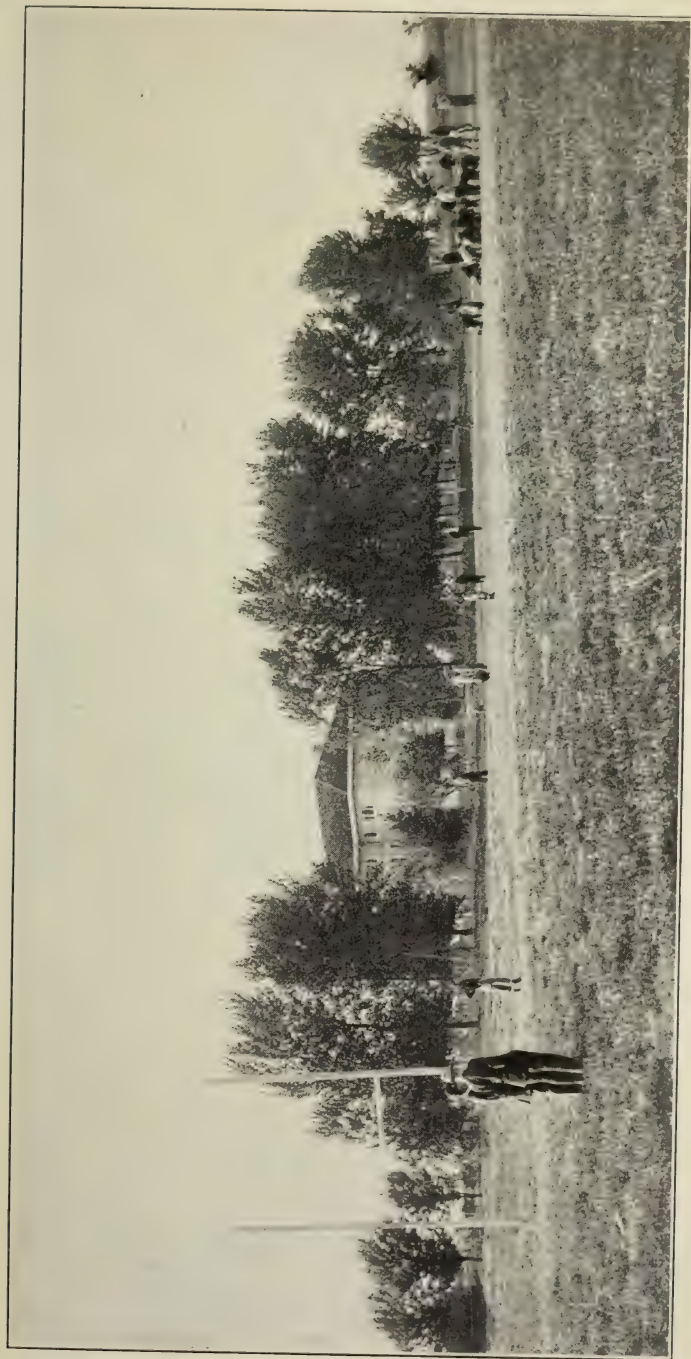
Botany I, II, and III—This course continues throughout the year, and is arranged so as to overcome that undesirable feature found in many normal school courses in botany, where all the material needed in work is furnished fully prepared, thus training the teacher in a way that often results in his not knowing how to proceed when he is put in charge of a school. This course aims to lead the student direct to nature for the object of each lesson.

Instruction is given in the morphology and biology of plants, including a study in natural surroundings so far as possible, of type forms from the lowest to the highest. A study is made of the struggle for existence among plants, as is shown by their reaction and adaptations to the various factors in their environments—water, light, soil, temperature, etc. The identification of trees, shrubs, and herbaceous plants, and their grouping into societies, form a part of the work. Attention is given to methods of preparation and preservation for future use. The intimate relations between botany and agriculture are constantly kept in view, and are emphasized by the working out of practical questions which serve to lead the student to reason for himself and draw his own inferences from the common phenomena about him. Special attention is given to the peculiar conditions in evidence in this section of South Dakota.

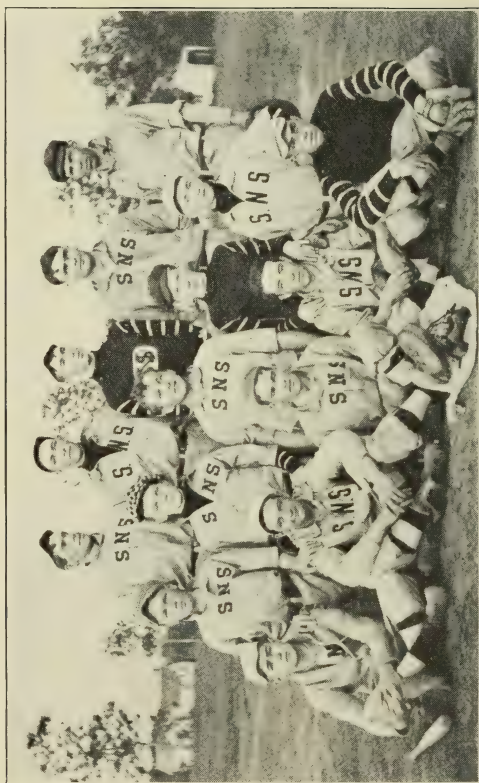
NATURE STUDY AND AGRICULTURE

Nature Study and Agriculture I, II, and III—This work is of an elementary nature. It is the intention of the course to introduce the student to method of procedure in laboratory investigation as well as observation made in the field. A method of learning how to learn is developed in each student, or, in other words, the student is taught to **see** what he is looking at. Such a habit is indispensable to the student, if he wishes to draw conclusions from or understand his work.

Throughout the fall term botanical specimens are studied. A knowledge of plant life is thus gained, which forms the foundation for the agricultural work taken up in the winter term. During this term the relation to man of plant and certain animals is considered, with special emphasis placed on means of destroying the noxious and preserving the bene-



THE ATHLETIC FIELD



BASE BALL SQUAD, 1914

ficial species. The spring term deals almost entirely with such phases of animal life as are found most intimately associated with the welfare of man. No special equipment is used in the course. The work depends greatly on the seasons of the year and **outdoors** is the principal place of study. This arrangement aims to acquaint the prospective teacher with methods that can be used in the country schools, where no facilities for laboratory work are at hand.

Advanced Agriculture I, II, and III.—This course is designed to supplement the course in Agriculture and Nature Study for those pupils desiring more advanced work.

Special stress is laid on Agronomy, the study of crop growing, and the special conditions to be found in South Dakota. A special field study is made of corn, wheat, and alfalfa. Work in the field and in corn judging is required.

In the spring some time is given to agricultural accounts and farm management. Agriculture and Nature Study, or its equivalent, is a prerequisite.

PHYSIOLOGY

Physiology I, II, and III—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

The texts used are Davison's Advanced Human Body and Health, and Conn and Buddington's Advanced Physiology and Hygiene.

PHYSICAL GEOGRAPHY AND GEOLOGY

Physical Geography and Geology I and II—This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course

of study in South Dakota, but since most text-books of physical geography are designed for a term's work, the second term is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth processes of the past and present; methods of rock and soil formation and historical geology. Observations of the daily weather bulletins are made, and the records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock-formations of South Dakota, and to impress upon his mind the importance of soil-making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising two terms' work. The texts are Tarr's New Physical Geography and Norton's Elements of Geology.

PHYSICS

Physics I, II, and III—Physics is the science of all change not affecting the composition of substances. One year is given to the study of its elementary applications in which mechanics constitutes about one-third. The simple machines and their applications are carefully worked out. A student having completed this part of the work should be able to designate which of the simple machines any part of a complex machine is. Sound, light, heat, electricity, and magnetism, which constitute the remainder of the year's work, are taken up in order. Their applied uses are noted, and thus the student is taught the value of special study in any given field of labor. Reference work is required. This course is not a completion of the physical sciences, but a foundation upon which the student may build. An especially strong feature of this course is its laboratory accompaniment, where principles and laws are tested. The laboratory is well equipped and as the work necessitates it, more apparatus is added. Several manuals are used and a note-book is kept. Breakage is charged to the student. To do this work satisfactorily the student must have a working knowledge of algebra and plane geometry. Text: Hoadley.

Primary Batteries, Electrical Measurements, and Physical Technics, which are designed especially for teachers of physics, may be arranged for.

CHEMISTRY

Chemistry I, II, and III—This course is for beginners and serves as an introduction to chemical nomenclature, methods,

and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of \$1.50 per term, payable in advance, is charged to cover cost of chemicals used and necessary breakage. Extra breakage is charged to the student.

Text: Morgan & Lyman. Courses in Qualitative Analysis and Oxidation may be arranged for by those prepared for them.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thoughts clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

Public Speaking I, II, and III—This is an elective during any year. It is designed to be a thoroughly practical course, which will enable the student to speak well and easily in public, and give him greater confidence in all oral work. Attention is given to correct breathing, proper carriage of the body, voice, control, expression, articulation, and gesture.

The principles learned are applied early in the course to literary masterpieces delivered before the class and to exercises in oral composition. The various forms of public address are analyzed to discover the principles which govern their composition, and originals in each form are composed by the students and delivered before the class. A study of debating and argumentation, extemporaneous speaking and parliamentary law, completes the year's work.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically.

cally, using as material literary masterpieces. Work will be done in expression, management of voice and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserve the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind, hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

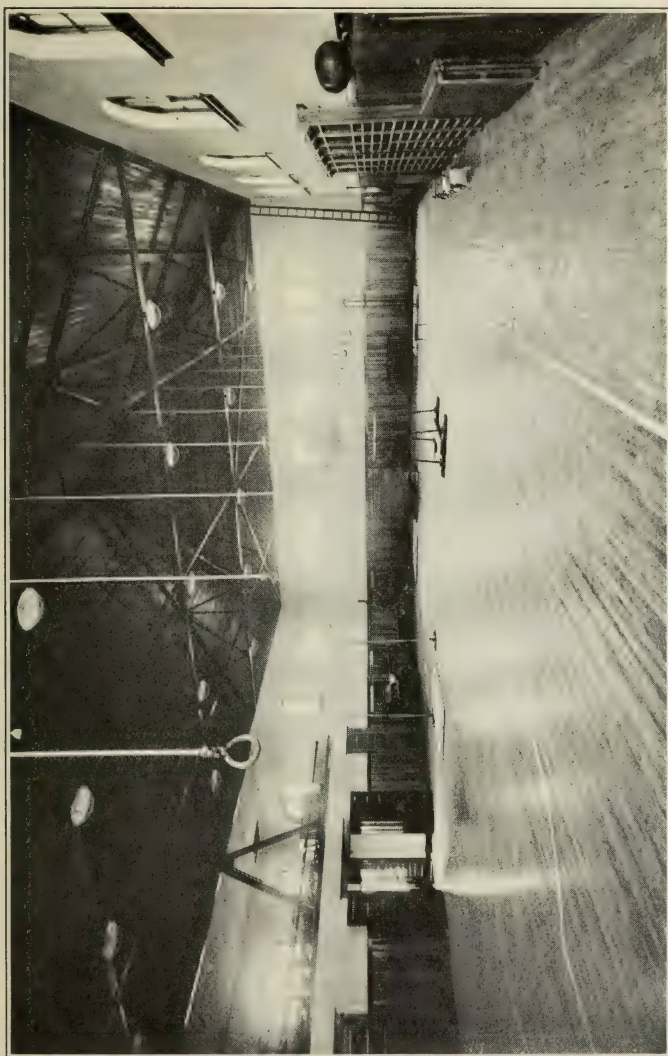
The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and construction.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training; and the construction of sets of models suitable to the last five grades in the public school, is given.



THE GYMNASIUM



A GYMNASTIC CLASS

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work of this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the student's surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, paintings, and sculpture.

Drawing I—An elementary course in free-hand drawing is from life and still life. Some original composition of drawing is given, as well as dictated and copy work. The objects used during this term are based largely on the cylinder and sphere as types. The pencil and crayola are used.

Drawing II—This term's work is a continuation of the preceding term, and in addition includes time studies from plant form, and still life pose in both color and pencil and charcoal. Time is given to original composition and illustrative work, both in color, and black and white. The principles of elementary perspectives are taught.

Drawing III—More advanced work is given along the same lines of study. Special emphasis is given, however, to the principles underlying drawing. Some applied design is given. Free-hand sketching from objects in parallel and angular perspective, is done. Water-color, charcoal, pencil, and crayons are used.

Drawing IV, V, and VI—This course is planned for those who desire to do more advanced work in drawing, and is devoted to still life, life and pose, and plant form in color, pencil and charcoal; and pencil and color studies of exteriors and interior of buildings. Still life and original composition in crayon, pencil, water-color, charcoal, and charcoal and water-color, are done. Some work in picture study is also given.

Perspective Drawing and Design I, II, and III—This is

an advanced course in drawing, the emphasis being placed on the principles underlying perspective drawing, including (1) diagram, (2) parallel, (3) angular, (4) oblique, and (5) free-hand or model drawing.

In this course is also included work in designing of textiles, wall and floor coverings, book-covers, etc., as well as the application of the original designs to articles made of cloth, paper, and leather. Some work will be given in cut and tooled leather, also in sheet metal.

History of Art and Picture Study I, II, and III—A history of painting and sculpture from the earliest times up to the present day is studied, including the lives of the greatest artists. Copies of the masterpieces of various nations will be made, not alone for technique but for a clearer knowledge of the pictures' meaning and beauty.

DOMESTIC SCIENCE AND ART

The thought underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement of the nation depend upon the home, that the business of home-making should be regarded as a profession and be given the most serious thought; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of thought.

The purpose of these courses is twofold, namely, to prepare the girls to be more capable in every-day life, and to qualify them to teach these subjects in the schools of this State.

Domestic Science I, II, and III—In this course the following topics are covered; production of heat and ways of transmitting in cooking; physical and chemical changes effected in the preparation of food for serving; composition and nutritive value of foods; tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in

the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Domestic Art I, II, and III—Some of the points which are emphasized in this course are the value of well-made clothing; a knowledge of materials, which will be of economic value; a study of materials in ready-made garments on the market; and a study of the conditions under which they are made. A limited time is given to costume design, textiles, and embroidery.

The first term's work is devoted to hand-sewing, and involves the use of the chief forms of sewing—running stitch, basting, backstitch, overhanding, overcasting, hemming, making of seams, mitered and square corners, putting on bands, gathering, making of plackets, sewing on tapes, patching, darning, making of buttonholes, sewing on buttons, hooks and eyes, hemstitching, and learning to make a few decorative stitches. One garment made by hand is required.

The second term is a continuation of the work of the previous term. In addition patterns are drafted from measure, and garments made from these, and others are made from patterns bought. By this plan the student is taught the general plan of pattern-making, and has drill in adjusting the patterns bought. Undergarments are made in this term. Special attention is given to the use and care of the sewing machine.

During the third term each student is required to make a simple cotton dress and a fancy summer dress. Costume design and millinery form a part of this course. Special reading and written reports on assigned topics are required during the third term.

Gymnastics—An elective course in gymnasium work is open to the young women of the school. This class meets in two sections twice a week. Simple military commands, various free-movement exercises, dumb-bell, barbell, wand and Indian club drills, apparatus work, and games are being taught. Much of this work is adapted to the use of public school teachers in their work.

In addition to the gymnasium classes, there is a squad of girls organized for playing basket-ball. They practice regularly twice a week. Games between the class teams stimulate healthful rivalry.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as

indicated in the schedule. Although the subjects are the same as those required in the grades of the common school, the work in the Normal School is more thorough and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the entire year. It is expected that every student deficient in these branches take up this course.

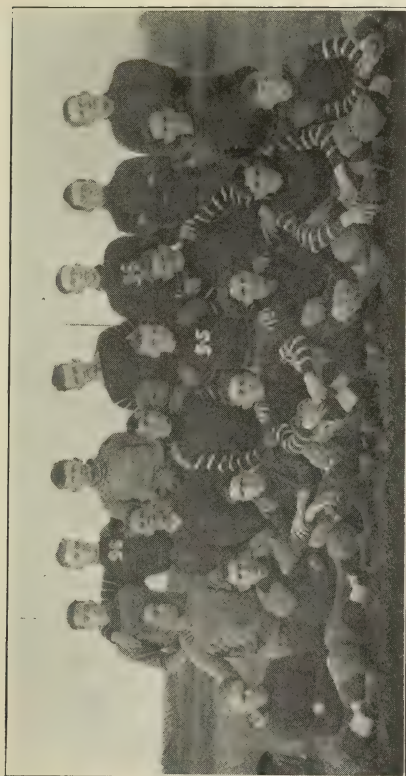
Reading and Literature—The course in Reading and Literature has been prepared especially for the Elementary Normal Course. In this course the student is given drill on the subject of phonetics, the use of diacritical marks, oral reading, and an intensive study of the more difficult literary selections that he will have to teach in the public schools. The demand for better teachers of reading requires a carefully prepared course of this kind.

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thorough treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the students seem to demand. The subjects will be developed along lines best suited to prepare students for teaching, and still the practical side will not be lost sight of. Special attention will be given, from time to time, to oral exercises and analysis. Students that take this course must have completed successfully the work of arithmetic in the grades.

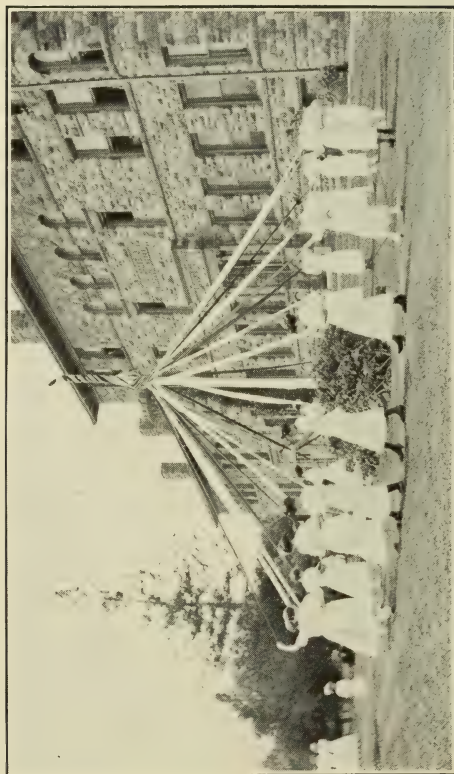
English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroughly, and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms.

Physiology—A term of physiology and hygiene is required in both the Elementary and Intermediate Courses. This course presupposes that the subject has been studied in the grades, and is, therefore, of an advanced nature, in which emphasis is placed upon the principles of hygiene and sanitation.

Geography—The course presented reviews the subject of world geography after a survey of the United States, as a basis for comparison. The phases particularly treated are political and commercial. The factor of visualization is made use of in map-making and the localizing of places in class work.



FOOTBALL SQUAD, 1914



MAY-POLE WINDING ON THE CAMPUS

Civil Government—The chief aim of the subject is to impress on students their responsibilities as citizens and voters. The general principles of the American system of government are emphasized to show the subject in its application.

United States History—This course is intended to give the student a working outline of the subject, emphasis being placed upon chronological and geographical localization of events, and accurate statements of cause and effect. Some attention is also given to methods of teaching the subject in the rural and graded schools.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our State should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered, and particularly to those in advanced American history and civics.

Drawing—Two periods a week during the entire year are devoted to elementary drawing. This work is required of all completing normal courses.

Music—Instruction in vocal class music, designed especially for those who expect to teach, is given two periods a week throughout the year.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

Pedagogy I and II—In this course are discussed the general principles of method as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discussed are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; apperception; interest; the "Five Formal Steps", their value and their limitation; principles of es-

thetic and moral training; application of principles of method to the teaching of the various studies of the school curriculum.

The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public school to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Colgrove's *The Teacher and the School*, and Bagley's *Classroom Management*, are the texts used.

Didactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty-five minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student

at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, sewing, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticized and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work is required of the students of the Elementary Course two forty-five minute periods a week for two terms. It consists of systematic observation of instruction in the model school and criticism on the same.

PRINCIPLES OF EDUCATION

Principles of Education—This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values. Spencer's *Essay on Education* and Horne's *Philosophy of Education* are studied.

PSYCHOLOGY

Psychology I, II, and III—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this course—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is Wenzlaff's *The Mental Man*, which is supplemented by other texts.

The second term of psychology is a course in elementary experimental psychology, and aims to acquaint the student

with the methods and the problems of experimental psychology. The text used is Seashore's *Elementary Experiments in Psychology*.

The third term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

Advanced Psychology I and II—Two terms of advanced psychology are given whenever it is elected.

RURAL PROBLEMS AND EDUCATION

This course is designed to meet present day demands for a better understanding of the peculiar conditions and needs of the rural community and its school. The text studied is Cumberley's *Rural Life and Education*.

TEACHERS' REVIEWS

Method in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Method in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Method in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Method in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.



IN THE KITCHEN



ROOM IN SUMMIT HALL

Method in Reading—In this course is considered what reading work should include; the material and the method for grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and the modern methods, viewing each in the light of ultimate purpose, will be included. Reference reading is required.

BUSINESS COURSE

The object of this department is twofold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Spelling	5	Writing & Spelling	5	Writing & Spelling	5
Bookkeeping I . . .	5	Bookkeeping II. . . .	5	Bookkeeping III. . .	5
Commercial Arith- metic I.	5	Commercial Arith- metic II.	5	Commercial Arith- metic III.	5
Commercial Cor- respondence I. . .	5	Commercial Cor- respondence II..	5	Commercial Cor- respondence III. .	5
Shorthand	5	Shorthand	5	Shorthand	5
Typewriting		Typewriting		Typewriting	

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thorough drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—The student is taught the elements of bookkeeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business, so far as it is possible in a school. Students have the opportunity to become acquainted with the Burrough's adding machine. Text: Goodyear-Marshall.

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Penmanship—A plain business hand is taught, aiming at neatness and legibility.

Shorthand and Typewriting—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines of the latest make are used, such as the L. C. Smith and the Remington. Students of typewriting, when sufficiently advanced, may have the opportunity of learning to operate a duplicating machine, namely the Writerpress. Texts: Pitman's Shorthand; Van Sant's System of Touch Typewriting.

A fee of \$1 a term is charged for the use of a typewriter one hour daily.

MUSIC

The Normal School offers thorough courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and two chorus clubs. These meet one hour each week for practice. Students may enter these organizations and receive the benefit of the instruction and drill.

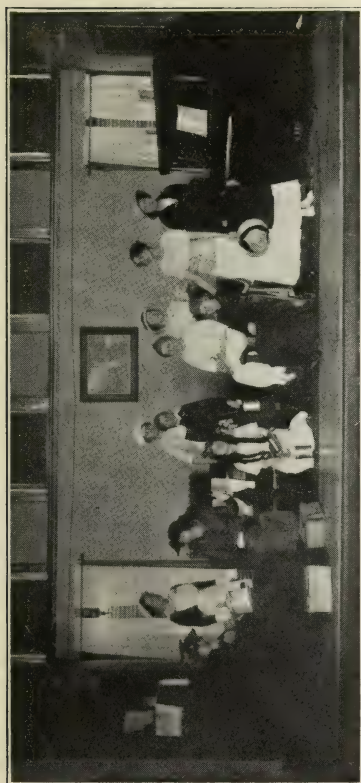
Courses are offered in Piano, Voice and Violin. The time for completion cannot be fixed by the number of years of study or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

VOCAL MUSIC

The following courses in vocal music, taught in classes and open to all the students of the School free of charge, are offered:

Vocal Music I, II, and III—This course in the elements of vocal music is given two periods a week, and is required of all students taking regular normal courses.

Vocal Music IV, V, and VI—The work of this year comes three times a week, and includes sight singing, ear training,



CHARACTERS IN A PLAY



A MUSIC ROOM

melody writing, terminology, study of child voice, and of children's songs.

Vocal Music VII, VIII, and IX—This is a course of four periods a week, and covers methods, harmony, and the history of music.

In vocal music the requirements for a diploma are a study of vocalises and etudes by Nova, Concone, Garcia, Marchesi, and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

PIANOFORTE

Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the command of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five-Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; LeCouppéy, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65. Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Couppéy (*La Difficulté*); Compositions by Grieg, Godard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, Op. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubinstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course in harmony and musical history.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department. These are not occasions for display, but a means of discipline in musical training.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeriot, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thorough understanding of the essential principles of bowing are all impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

Fees

A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a term, on the basis of one hour's practice daily.

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Springfield
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Presho
Emma Webster Hill	Springfield
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy.....	Springfield
Gerald Emile Muller.....	Emery
Katherine Julia Muller.....	Minneapolis, Minn.
Walter Michael Quinn	Zeeland
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche Wood	Springfield

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling.....	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwill.....	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Justina (Radway) Smith	Philip
Roy George Stevens, M. D.	Sioux Falls
Cora Elizabeth (Trumbo) Wetzberger	Doland
Marie Alberta (Voy) Hoard	Chicago, Ill.
Florence Edna (Young) Nichol	Aberdeen

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller	Sioux City, Iowa
Ben Harrison Bridgman	Platte
Edith Adelia (Bridgman) Graham	Elm Springs
Anna Margaret Brown	Chamberlain

Noda Agnes Brown	Woonsocket
Arthur Eastley	Wetashkiwin, Alberta, Canada
Zoa May (Flavin) King	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett	Armour
Anna Loretta Martin	Running Water
Maud Ethel (Marchant) Muller	Emery
Rosine Edna (McDonald) Plumb	Grand Junction, Colo.
Mary Alice Owens	Yankton
Effie Belle (Radway) Bridgman	Platte

1902

Eliza Maud Bussey	Tyndall
William Arthur Bussey	Tyndall
Erle Francis Craig	Greenwood
Robert Holland Frazee	Seattle, Wash.
Lynden Miller Greene	Springfield
Susan May Harrison	New England, N. D.
Charles Lawrence Hill	Springfield
Helen Estella (Jones) Nelson	Tyndall
James Burdette Kelsey	Buffalo, N. Y.
Bessie Amelia (Monfore) Dempster	Springfield
Grace Edna Morrison	Columbus, Mont.
Grace Luvina (McCollum) Page	Luther, Iowa
John Francis Quinn	Hosmer
Clara Emeline (Searles) Hickman	Philip
Anna Henrietta (Stephens) Hall	Philip
Ralph Van Wood	Springfield

1903

Nina Muriel Campbell	Sioux City, Iowa
Florence Lorena (Gardner) James	Bonilla
Jessie Belle (Gardner) Hill	Springfield
Rosa Emma (Patten) Sells	Avon
Mabel Clare Smith	Springfield
Glen Eugene Sunderlin	Glenn Ferry, Mont.

1904

Rachel Viola Abbott	Sioux City, Iowa
Myrtle Ida (Best) Ray	Armour
Grace Emilie Cannam	Britton
Jennie Mary (Chatfield) Casson	Perkins
Valucia Violant (Curtis) Langsworthy	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper	Bonilla
Lavina Jane Hamilton	Olivet
Ida Mary Hildreth	Denver, Colo.
James Ignatius Keenan	O'Neil, Neb.
Christine Bridget Kelley	Iona

Hannah Theodora Knapp.....Sioux City, Iowa
 Alberta America (Monfore) HumphreyHoward
 Cynthia Belle OrrMeckling
 Robert Joseph Quinn.....Burke
 Susie Edwina WoodSpringfield

1905

John Raymond BabbOak Park, Ill.
 Erving Elmer BaldridgeNorthville
 Emma BeneshIsabel
 Hawley Franklin Colgrove.....Los Angeles, Calif.
 Ida Melvina CooperBeresford
 Fred Eugene DawesSpringfield
 Charlotte Josephine (Dempster) WalshOwanka
 Francis Joseph FarleyBeresford
 Fred Ray HildrethDenver, Colo.
 Helen Hunt (Hill) ChladekTyndall
 Wilbur Arthur HitchcockLaramie, Wyo.
 Mary Ann (Hughes) SmithLawton, N. D.
 Era R. (Keeling) KirbySpringfield
 Sadie Helen LeeAvon
 Orpha Mildred (Pegley) RootTabor
 Irene Veronica QuinnParkston
 Berenice Esther (Walker) WoodburnAberdeen
 Eva Josephine WilsonSioux Falls

1906

Debra Elizabeth (Biggins) QuinnZeeland, N. D.
 Joseph Heinrich BoeseLead
 Orilla Mae CannamCharles City, Iowa
 Gertrude Cora (Colburn) SwayneOak Park, Ill.
 Ella Mary (Foley) JandaRavinia
 Helen Margaret FrazeeSeattle, Wash.
 Ada Agnes GreeneTripp
 Mabel Irene HildrethDenver, Colo.
 Edna Ammala (Johnson) PetersonMink Creek, Iowa
 Lane Esther (Joslyn) ButtonNaples
 Robert Perry PegleySpringfield
 Cora (Spurrell) GuptillSpringfield
 Claribel Marie StanleyVivian
 Mary Edith (Stevens) StanleyLead
 Frank Edmund TupperRunning Water
 Mary Elizabeth (Wagner) MurrayLexington, Texas
 Charlotte Ruth WalkerPhilip
 Lorenzo Clisby WicksFremont, Neb.
 Margaret Jane (Williams) MorrisonSpringfield
 Alice Mabel (Wood) CogswellSeattle, Wash.

1907

Mona (Bossingham) Monfore	Dallas
Kate Eulalia Donnelly	Running Water
Josephine Jones	Springfield
Alta Belle (Melick) Trowbridge	Springfield
Margaret Martha Murphy	Tyndall
Helga L. (Sletvold) Hartman	Running Water
Harold Leroy Trowbridge	Springfield

1908

George Arthur Boschma	Perkins
John Henry Hofeldt	Riverside, Cal.
James Kirk, Jr.	Perkins
Mary Kirk	Perkins
Susan Bereniece Leach	Seattle, Wash.
Fred Harold Monfore	Sioux Falls
Minnie Louise (Monfore) Campbell	Springfield
Frank Mead Snow	Springfield
Rachel Cynthia Stephens	Mitchell
Charles C. Thomas	Perkins
Richard Thomas	Perkins

1909

Advanced Course

Joseph Heinrich Boese	Lead
Francis Joseph Farley	Beresford

Five-Year Course

Leona (Hartman) Stephens	Perkins
Marie Matilda Holter	Platte
Maude Lucy Hoopes	Gayville
Oran J. House	Springfield
Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Ruby Lillian Mills	Mitchell
Edna Dare Pierce	Cottonwood
Myra H. Renshaw	Des Moines, Wash.
Esther May (Shaver) Dawes	Delmont
Eva Merriman (Slasor) Tietge	Ravinia
Winifred Bell (Williams) Murphy	Columbus, Mont.

1910

Advanced Course

Leona (Hartman) Stephens	Perkins
John Henry Hofeldt	Riverside, Cal.

Five-Year Course

Benjamin Abraham Boese	Chicago, Ill.
Valesca Olga Dodte	Neillsville, Wis.
Harriet Lois (Kelsey) Halverson.....	Medicine Hat, Canada
Hazel Libbie (Kirk) Danks.....	Vermillion
Ruth Vieda Monfore	Vermillion
Amy Alice Myron	Fairfax
Edith Belle Starks	Mitchell
Benjamin Heinrich Unruh	Vermillion
Nina Marie Wagner	Santee, Neb.
Alice Henrietta Wolff	Lennox

1911

Advanced Course

Ruby Lillian Mills	Mitchell
Benjamin Heinrich Unruh	Vermillion

Five-Year Course

Belinda Mulvina (Campbell) Morrison	Columbus, Mont.
Gertrude Dykstra	Running Water
Gilbert Garver Fites	Tyndall
Anna Frieda Gretschnann	Avon
Leita McAdams (Hill) Kaufmann	Yale
Laura Lisle Joslyn	Platte
Harriet Lydia (Pegley) Jones	Springfield
Ida Spurrell	Scotland
Mabel E. Tupper	Platte
Myrtle Ruth (Young) House	Springfield

1912

Advanced Course

Cordelia Colburn	Morningside, Iowa
Anna Frieda Gretschnann	Avon
Mary Wilson Guthrie	Yankton
Oran J. House	Springfield
Ruth Vieda Monfore	Vermillion
Nest Valjean Pattee	Scotland
Lorenz Martin Petri	Sumatra, Mont.
Eva Merriman (Slasor) Tietge	Ravinia
Nina Marie Wagner	Santee, Neb.

Five-Year Course

Martha Benesh	Tyndall
Louise Amelia Holter	Platte

Louisa Elizabeth Kirk	Springfield
Hazel Belle (Lawson) Slater	Bon Homme
Anna Pauline Stemmerman	Chamberlain
Ralph Mortiboy York	Barry, Minn.

Intermediate Course

Bessie May Barker	Gregory
Josephine Benesh	Tyndall
Paul Herod Brill	Running Water
Leona Lloyd Burr	Academy
Maude S. Burr	Academy
Anna Sutherland Guthrie	Williston, N. D.
Martha Esther Hoopes	Gayville
Blanche Jeffers	Irene
Eva Elizabeth McAllister	Parker
Anna Catherine Ryan	Tyndall
Lillian Marie Sturtevant	Worcester, Mass.

Elementary Course

Eldah Gladys Lumm	Spokane, Wash.
Clara Amada Stockholm	Lesterville
Ada Lavina Watwood	Kingsburg
Lottie Lavina Young	Midland, Mont.
Beulah Frances Younglove	Stamford

1913

Advanced Course

Aurelia Ruth Morrison	Freeman
Harriet Lydia (Pegley) Jones	Springfield
Myra H. Renshaw	Des Moines, Wash.
Floy Homan Trowbridge	Freeman
Elizabeth Ann Williams	Tripp
Jay Allen York	Barry, Minn.
Ralph Mortiboy York	Barry, Minn.

Five-Year Course

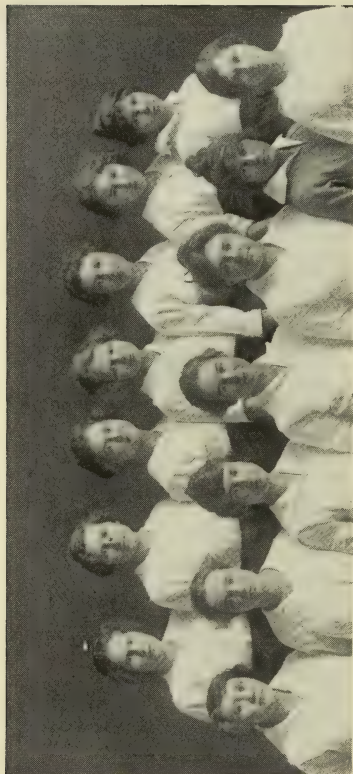
Hazel Rebecca Richmond	Tyndall
Mary Joy Rose	Kimball
Agnes Mabel Shaver	Springfield, R. F. D.
Myrtle May Taff	Chamberlain

Intermediate Course

Ida Bakker	Avon
Ella Anna Benesh	Tyndall
Martha Georgine Burwitz	Gayville



F CLEF CLUB



MADRIGAL CLUB

Frances Margaret Hughes	Tyndall
Betsy Christina Johnson.....	Springfield
Mary Elizabeth (Lewis) Hull.....	Cambridge Springs, Pa.
Mary Alma Millar	Wagner
Eva Rachel Newell	Corsica
Florence Iva Newell	Alcester
Mabel Cress Pinney	Plankinton

Elementary Course

Minnie Lillian Bartekoske	Tyndall
Myrtle Benedict	Tyndall
Evelyn Boden	Tyndall
Beulah Constance Chamberlain	Yankton
Josephine Ella Drha	Springfield
Margaret Catherine Hentges	Parker
Mabel Catherine McFarland	Wagner
Edna Maye Miller	Platte
Lulu Margaret Thomas	Harding
Grayce Irene Van Derhule	Irene

1914

Advanced Course

Lola Ellen Alexander	Santee, Neb.
Fred Biittler	Tabor
Esther May Dawes	Delmont
Eva Rachel Newell	Corsica
Magnus Peterson Schultz	Madison, Wis.
Ida Spurrell	Scotland

Intermediate Course

Celia Anderson	Parker
Agnes Maud Cannam	Armour
Addie Maude (Carpenter) Olander.....	Wagner
Genevieve Vera Coate	Greenwood
Mary Edna DeBeer	Harrison
Gertrude Eva Dierenfield	Monroe
Ida Grace Gunderson	Menno
Dollie May Hill	Marion
Amanda Josephine Holter	Platte
Ruth Elizabeth Johnson	Wagner
Gladys Evelyn Kibble	Wagner
Mary Agnes Lagan	Yankton
Beatrice Marie (Noble) Pigsley	Springfield
Edith Lillian Slasor	Springfield
Ruby Sophia Tomlinson	Tripp

Elementary Course

Margaret Barbara Chladek.....	Verdigree, Neb.
Nina Fern Gilmore	Marcus
Edna Marguerite (Henry) Walpole.....	Wakonda
Theresa Elizabeth Hewer	Utica
Andrew Adolph Hofer	Freeman
Alice Margaret Horacek	Tabor
Minnie Ovidia Loken.....	Wagner
Jacob Hofer Mendel	Freeman
Bernadette Genevieve Walsh	Yankton
Ruth Clarissa Walsh	Mission Hill
Laura Alma Watwood	Kingsburg
Joseph Hofer Wurz	Freeman

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America (Monfore) Humphrey, '03.
Valucia Violant (Curtis) Langsworthy, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt (Hill) Chladek, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois (Kelsey) Halverson, '08.
Floy Homan Trowbridge, '09.
Alma Elizabeth Brown, '12.
Nest Valjean Pattee, '12.
Hazel Eugenia (Gilmore) Burkhart, '13.
Clare Theresa Holleman, '14.
Myra Roxy Wenzlaff, '14.

STUDENTS IN ATTENDANCE DURING THE YEAR

1914-1915

Senior Class (Sixth Year)

Celia Anderson	Parker
M. Edith Crowell	Springfield
Mildred Aethelwynne Gilmer	Fairport, Ia.
George Arthur Glassing	Centerville
Edwin Niles Hitchcock	Springfield
Esther Bard Jaquays	Springfield
Nancy Emily Jones	Springfield, R. F. D.

Addie Lucile Mills	Springfield
Clifford Riley Slasor	Springfield, R. F. D.
Philemon Peter Sprunger	Avon
Francess May Swihart	Elwood, Ind.
Grace Catherine Tupper	Springfield

Junior Class (Fifth Year)

Hazel Angela Anderson	Platte
Ida A. Bakker	Avon
Marguerite Jane Gunn	Scotland
Marie Emily Gunn	Scotland
Lassara Ruth Hartman	Springfield
Samuel Hitchcock	Springfield
Frank Waterman Kelsey	Springfield
Tillie Louise Knudson	Geddes
Kathryn Margaret Kreycik	Tyndall
Mary Agnes Lagan	Yankton
Melvie Cecelia Matson	Vermillion
Elma Clarissa Melick	Springfield, R. F. D.
Leoti Muriel Patrick	Wheeler
James Milo Pattee	Springfield
Eugene Curie Schneider	Scotland
Violet Margaret Schneider	Scotland
Elsie May Slasor	Springfield, R. F. D.
Louise Helen Trutnovsky	Scotland
Lewis Chambers Turner	Springfield
Carl Hunter Wallace	Springfield
Joseph Hofer Wurz	Freeman

Fourth Year Students

Blanche Almeda DeMelt	Springfield
Martha Elizabeth Henry	Wakonda
Margaret Catherine Hentges	Parker
Carrie Blanche Hitchcock	Springfield
Arthur Lynn Kibble	Springfield
Arthur Leslie Lawson	Santee, Neb.
Johannes J. A. Ploos van Amstel	Ulrum, Holland
Ruth Augustina Schaefer	Scotland
Ethel Pearl Snowden	Springfield
Janet Mabel Snowden	Springfield
Emma Irene Taff	Springfield
Clarence Talsma	Springfield, R. F. D.
Clara Mate Wallace	Springfield
Robert Eugene Walpole	Springfield
Ada Lavina Watwood	Springfield, R. F. D.
Myra Roxy Wenzlaff	Springfield

Third Year Students

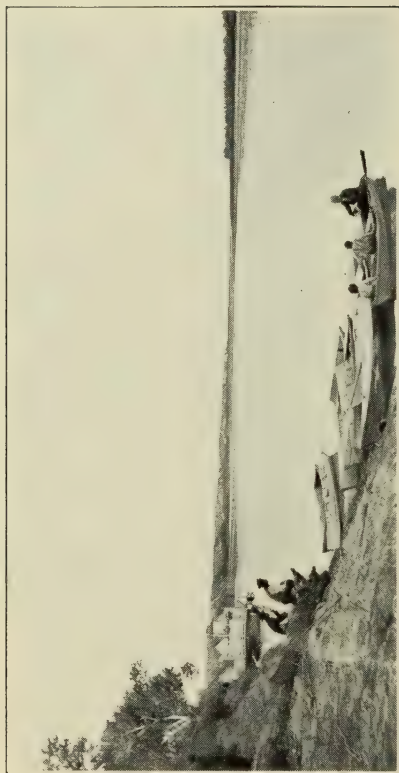
Edward John Benesh	Tyndall
Eva Elizabeth Crow	Springfield, R. F. D.
Anna Marion Drha	Springfield, R. F. D.
Jessie Eringa	Running Water
Ruth Olga Gretschnann	Springfield, R. F. D.
Jacob Wipf Gross	Hitchcock
Lorna Emily Guptill	Springfield, R. F. D.
Paul Asmus Hansen	Bon Homme
Carl Hartman	Springfield
Andrew Adolph Hofer	Freeman
Jacob Glanzer Hofer	Bridgewater
Elizabeth Marguerite Kaney	Wagner
Carrie Belle Kubal	Geddes
Lillian Marguerite Lagan	Yankton
Lincoln Elwood McCardell	Wessington Springs
Catherine Lavina McCollum	Springfield, R. F. D.
Cecelia Mae Michel	Springfield
Hartzell Clayton Mills	Springfield
Florence Henrietta Myron	Volin
Beulah Viola Nelson	Volin
Walter James O'Donnell	Bon Homme
Harriet Elizabeth Provost	Springfield
Floyd Omer Rains	Springfield, R. F. D.
Frank Vince Rehurek	Tabor
Rose Wilma Rist	Viborg
Velma Stella Slasor	Springfield, R. F. D.
Marie H. Sneider	Scotland
Iva Katheline Sweet	Scotland
Grace Gray Thomas	Perkins
Julia Newell Treat	Springfield
Shelby Alphonso Turner	Springfield
Wilbur Gustav Wenzlaff	Springfield
Jessie Imogene Young	Alexandria

Second Year Students

Emelie Katherine Anderson	Hurley
Emily Avis Anderson	Viborg
Rena Bakker	Avon
Roselia Frances Borszich	Lesterville
Minnie Beatrice Bowles	Wewela
Sunbeam Burton	Santee, Neb.
Della Arvilla Coate	Springfield
Almira Elizabeth Cowell	Wheeler
Judson Solon Day	Vivian
Bertha Harriet Dykstra	Running Water
Dora Eringa	Running Water



DEBATING CLUB



BOATING AT SPRINGFIELD

Bernard Michel Foley	Springfield, R. F. D.
Ida Mae Gass	Geddes
Esther Karolina Gretschrann	Springfield, R. F. D.
Gertrude V. Halsey	Springfield, R. F. D.
Daisy Dagmar Hanson	Hurley
Samuel James Henderson	Springfield
William Conrad Hennies	Springfield, R. F. D.
Esther Alice Henry	Wakonda
Grace Huisman	Scotland
Minnie Jonkers	Avon
Reuben Larsen	Viborg
Ruth Olive Mahaffa	Millboro
Mildred Lillian Michel	Springfield
Hazel Gladys Mills	Springfield
Howland Swift Monfore	Springfield
Grace Edith Moredick	Yankton
Myrtle May Noble	Springfield
Albina Laura Pekash	Tripp
Eva Ruth Pereboom	Burke
Bessie Stella Sanford	Beresford
Tobias Abraham Schultz	Avon
Frances W. Slasor	Springfield
Otto William Slasor	Springfield, R. F. D.
Minnie Vogt	Bridgewater
Josephine Evangeline Vyborny	Tabor
Howard Fred Wagner	Springfield
Marion Edwin Watwood	Springfield, R. F. D.
Theodore John Wrage	Centerville

First Year Students

Bernice Ethel Aney	Springfield, R. F. D.
Lewis Charles Benesh	Tyndall
David Ward Brown	Springfield
Blanche Eleanor Buck	Springfield, R. F. D.
Effie Margaret Buss	Marion
Carlton Edward DeMelt	Springfield
Rosalie Constance Dolezal	Burke
J. Verdon Dougherty	Avon
Raymond Elbert Dougherty	Okaton
Pierre Fisher	Tyndall
Gladys Luella Flyger	Viborg
Clarence Edwin Glassing	Centerville
Roy Duane Glassing	Centerville
Mary Gross	Hitchcock
Anna Henrietta Hansen	Bon Homme
Pearl Josephine Harlan	Vera
Grace Lillian Hartman	Springfield

George Charles Henderson	Springfield
Matilda Alice Hofer	Freeman
Bertha Mae Hoogshagen	Parker
Launah Alice House	Springfield
Mary Eulalia House	Springfield
James John Hubregtse	Springfield, R. F. D.
Swannie Albina Huisman	Scotland
Annetta Magdeline Johnson	Springfield, R. F. D.
Esther Marie Johnson	Springfield, R. F. D.
Elsie Josephine Kaftan	Tyndall
Helen Myrtle Kelley	Tyndall
Ethel Ruth KibbleSpringfield
Louie John Kubal	Geddes
Anna Kuchta	Lesterville
Clarence Logterman	Springfield, R. F. D.
Carl David Lundberg	Bloomfield, Neb.
Ethel Isabella Lundberg	Bloomfield, Neb.
Anna Theresa Lynch	Burbank
Mary Loretta LynchBurbank
Ella Mae Maxwell	Vermillion
Ellen Lucile Maxwell.....	Springfield, R. F. D.
Margaret Antonia Metzner	Parkston
Marguerite Henrietta Miller	Tabor
Andrea Mathilda Nelson	Tabor
Louise Christine Nelson	Tabor
John Howard Noble	Springfield
Percy Harold Noble	Springfield
Emil George Novotny	Tabor
Machiel Adrian Ploos van Amstel	Ulrum, Holland
Joseph Robert Rehurek	Tabor
Ane Petrea Schultz	Borsmose, Denmark
Frederick Abraham Schultz	Avon
Floyd Slasor	Springfield, R. F. D.
Rose Gertrude Smejkal	Lesterville
James Rudolph Sorenson	Springfield, R. F. D.
Mamie Harriet Sorenson	Springfield, R. F. D.
John Dewey Thompson	Tabor
Margie Treat	Springfield
Beatrice Udlinek	Tyndall
Mary Anna Vyborny	Tabor
Frank Harold Wagner	Springfield
Elva Whitney	Delmont
Mary Alberta Young	Springfield
Elsie Lillian Zelenka	Running Water

Special Commercial Students

Carlton Edward DeMelt	Springfield
Mildred Aethelwynne Gilmer.....	Fairport, Iowa
George Charles Henderson	Springfield
Samuel James Henderson	Springfield
Victor Hirsch	Scotland
Clarence Logterman	Springfield, R. F. D.
Anna Theresa Lynch	Burbank
Otto William Slasor	Springfield, R. F. D.
Iva Katheline Sweet	Scotland
Lewis Chambers Turner	Springfield
Howard Fred Wagner	Springfield

Special Public Speaking Students

Nellie May Crockett	Hartington, Neb.
Leoti Muriel Patrick	Wheeler

Special Gymnastic Students

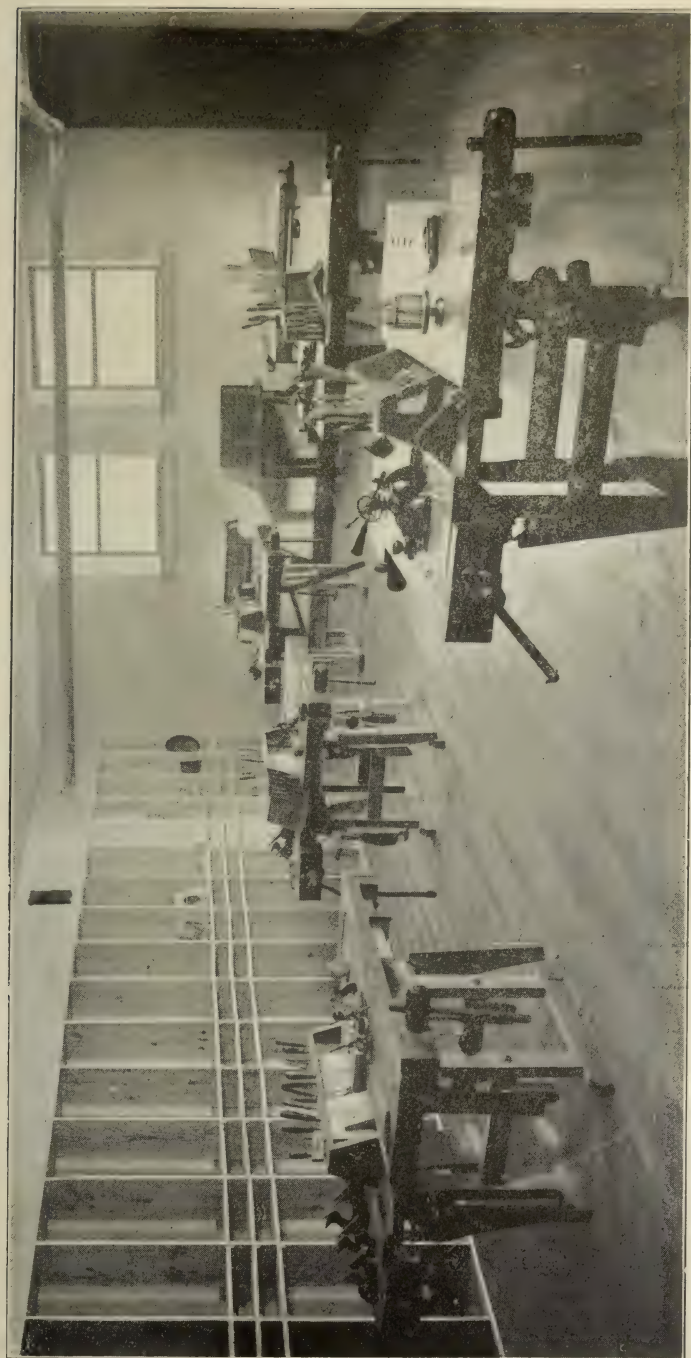
Jessica R. Burton	Springfield
Gertrude Elizabeth Funk	Springfield
Grace Elizabeth Gratz	Springfield
Jessie Alberta Wilkins	Springfield

Special Music Students

Piano

Emelie Katherine Anderson	Hurley
Bernice Ethel Aney	Springfield, R. F. D.
Emma Lena Boese	Springfield, R. F. D.
Minnie Beatrice Bowles	Wewela
Sunbeam Burton	Santee, Neb.
Effie Margaret Buss	Marion
Eleanor Groot Duguid	Springfield
Marion Isabella Duguid	Springfield
Dora Eringa	Running Water
Jessie Eringa	Running Water
Gladys Luella Flyger	Viborg
Bernard Michel Foley	Springfield, R. F. D.
Ida Mae Gass	Geddes
George Arthur Glassing	Centerville
Hazel Glassing	Centerville
Ruth Olga Gretschmann	Springfield, R. F. D.
Marguerite Jane Gunn	Scotland
Marie Emily Gunn	Scotland
Anna Henrietta Hansen	Bon Homme

Pearl Josephine Harlan	Vera
Grace Lillian Hartman	Springfield
Esther Alice Henry	Wakonda
Carrie Blanche Hitchcock	Springfield
Matilda Alice Hofer	Freeman
Agnes Addie Holleman	Perkins
Marshall F. Hoopes	Springfield
Grace Huisman	Scotland
Swannie Albina Huisman	Scotland
Anetta Magdeline Johnson	Springfield, R. F. D.
Esther Marie Johnson	Springfield, R. F. D.
Nancy Emily Jones	Springfield, R. F. D.
Elsie Josephine Kaftan	Tyndall
Tillie Louise Knudson	Geddes
Caroline Magdelyn Kreber	Springfield, R. F. D.
Kathryn Margaret Kreycik	Tyndall
Caroline Belle Kubal	Geddes
Lillian Marguerite Lagan	Yankton
Reuben Larsen	Viborg
Ella Mae Maxwell	Vermillion
Ellen Lucile Maxwell	Springfield, R. F. D.
Margaret Antonia Metzner	Parkston
Cecelia Mae Michel	Springfield
Mildred Lillian Michel	Springfield
Marguerite Henrietta Miller	Tabor
Addie Lucile Mills	Springfield
Hazel Gladys Mills	Springfield
Clarice Jennie Monfore	Springfield
Florence Henrietta Myron	Volin
Louise Christine Nelson	Tabor
Harriet Elizabeth Provost	Springfield
Rose Wilma Rist	Viborg
Ruth Augustina Schaefer	Soetland
Violet Margaret Schneider	Scotland
Ane Petrea Schultz	Springfield
Anna A. Schultz	Avon
Tobias Abraham Schultz	Avon
Iva Katheline Sweet	Scotland
Beatrice Udlinek	Tyndall
Minnie Louise Vogt	Bridgewater
Carl Hunter Wallace	Springfield
Clara Mate Wallace	Springfield
Bessie Elizabeth Wandscheer	Springfield, R. F. D.
Eduard Lang Wenzlaff	Springfield
Myra Roxy Wenzlaff	Springfield
Wilbur Gustav Wenzlaff	Springfield
Elva Whitney	Delmont



MANUAL TRAINING SHOP



NATURE STUDY CLASS IN FIELD WORK

Violin, Cello, and Horn

Marion Isabella Duguid	Springfield
Carl Hartman	Springfield
Jacob Glanzer Hofer	Bridgewater
Margaret Roberta Jaquays	Springfield
Winona Riggs	Santee, Neb.
Eugene Curie Schneider	Scotland
Frederick Abraham Schultz	Avon
Elmer James Spurrell	Springfield, R. F. D.
Wilbur Gustav Wenzlaff	Springfield

Voice

Ida A. Bakker	Avon
Tobias Martin Boese	Springfield, R. F. D.
Effie Margaret Buss	Marion
Nellie May Crockett	Hartington, Neb.
George Arthur Glassing	Centerville
Esther Karoline Gretschnann	Springfield, R. F. D.
Jacob Glanzer Hofer	Bridgewater
Clare Theresa Holleman	Perkins
Caroline Magdelyn Kreber	Springfield, R. F. D.
Rose Elizabeth Kreycik	Tyndall
Lillian Marguerite Lagan	Yankton
Bessie Stella Sanford	Beresford
Frederick Abraham Schultz	Avon
Tobias Abraham Schultz	Avon
Philemon Peter Spunger	Springfield, R. F. D.
Iva Katheline Sweet	Scotland
Beatrice Udlinek	Tyndall
Myra Roxy Wenzlaff	Springfield

Summer School Held Under the Direction of President G. G. Wenzlaff in 1914. The Work was not Carried on with State Funds and Hence is Apart from the State Work of the Institution

Georgiana Adams	Fairfax
Emily Avis Anderson	Viborg
Ida A. Bakker	Avon
David Becker	Avon
Fred Biittler	Tabor
Margaret Elizabeth Borszich	Lesterville
Erma Agnes Brown	Springfield
Nina Earle Burton	Santee
Minnie Karen Chamberlain	Presho
Anna Stacia Chladek	Verdigree, Neb.
Margaret Barbara Chladek	Verdigree, Neb.

Genevieve Vera Coate	Springfield
M. Edith Crowell	Springfield
Jennie De Haan	Harrison
Eleanor Groot Duguid.....	Springfield
Marion Isabella Duguid.....	Springfield
Zeta Winifred Foley	Burke
Margaret Gertrude Garnos	Presho
Marion Esabelle	Duquid
Nina Fern Gilmore	Marcus
George Arthur Glassing	Centerville
Anna Frieda Gretschnann	Springfield, R. F. D.
Jacob Wipf Gross	Hitchcock
Lassara Ruth Hartman	Springfield
Winona Margaret Hatch	Centerville
Edna Marguerite Henry	Wakonda
Martha Elizabeth Henry	Wakonda
Myrtle Agnes Holland	Colome
Harriett Geraldine Hornstra	Springfield
Hannah Howe	Presho
Helen Hunt Jackson.....	Kennebec
Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Nancy Emily Jones	Springfield, R. F. D.
Gladys Evelyn Kibble	Springfield
Julia Marie Konvalin	Winner
Alice May Koobs	Scotland
Reuben Larsen	Viborg
Ada Emily Loken	Wagner
Minnie Ovidia Loken	Wagner
Grace Thankful Luke	Avon
Marian Gladys Marks	Tyndall
Lura Irene McKirgan	Scotland
Mary Alma Millar	Wagner
Addie Lucile Mills	Springfield
Ruby Lillian Mills	Springfield
Millicent Lenore Monfore	Springfield
Gladys Agnes Murphy	Beresford
Percy Howard Noble	Springfield
Lina Ella Paulson	Platte
Hulda Christina Peterson	Hamill
Dora Catherine Peters	Wagner
Gladys Irene Richter	Burke
Nell Clair Ryan	Tyndall
Ruth Augustina Schaefer	Scotland
Bessie Stella Sanford	Beresford
Magnus Peterson Schultz	Ethan
Grace D. Shaffer	St. Charles
Agnes Mabel Shaver	Springfield, R. F. D.

Neva Shriner	Hamill
Clifford Riley Slasor	Springfield, R. F. D.
Elsie May Slasor	Springfield
Philemon Peter Sprunger	Avon
Catherine Stanton	Lawler, Iowa
Myrtle May Taff	Springfield
Lulu Margaret Thomas	Harding
Ruby Sophia Tomlinson	Scotland
Grace Catherine Tupper	Springfield
Elizabeth Johanna Vanden Berge	Corsica
Joseph M. Waldner	Tabor
Catherine Mary Walker	Gregory
Carl Hunter Wallace	Springfield
Ada Lavina Watwood	Springfield, R. F. D.
Myra Roxy Wenzlaff	Springfield
Wilbur Gustav Wenzlaff	Springfield

PUPILS OF MODEL SCHOOL

Eighth Grade

Bernice Brown	Grace Lee
Bertha Fryda	Clarice Monfore
Rachel Geeting	William Slattery
Helen Glasner	George Taff
Sydney Guptill	Jack Turner
William Hill	Frances Van Haitsma
Erwin Kibble	Harriet Walpole
George Kibble	Eula Woods
James Kirk	

Seventh Grade

Addie Couron	Ervin Markley
Carrie Couron	Emma Sanborn
Anna Cunningham	Violet Schneller
Anna Dempster	Austin Slasor
Marion Duguid	Bruce Smalley
Emmet Galer	Harold Smalley
Hazel Glassing	Gilmore Warner
Frank Homer	

Sixth Grade

Onalee Aney	Irene Johnson
Myrtle Bailey	Gladys Noble
Catherine Bennett	Naomi Pigsley
Harold Brown	Wallace Slasor
Isabelle Crossley	Helen Slattery

Maude Crossley
Loretta De Long
Eleanor Duguid
Leona Henderson
Harold House

Theodore Treat
Hebe Turner
Eduard Wenzlaff
Cleo Woods

Fifth Grade

Iris Coate
Helen Drha
Gladys Galer
Ralph Galer
Clio Henderson
Otto Homer
Cecelia Johnson
Mary Kane
Joseph Kuiper
Charles Michel

Henrietta Michel
Harold Schneller
Robert Serr
Thomas Smalley
Helmut Uken
Blanch Wagner
Ralph Wagner
Irene Woods
Orville Woods

Fourth Grade

Bessie Bennett
Lila Bordewyk
Wilbert Bridgman
Eula Coate
Goldie Coate
Fred Couron
Louis Couron
Lucile Dempster

Mario Gaynor
Fred Johnson
George Johnson
Harold Kibble
Harold Kirk
Enid Martin
Arthur Sanborn
Mary Warner

Third Grade

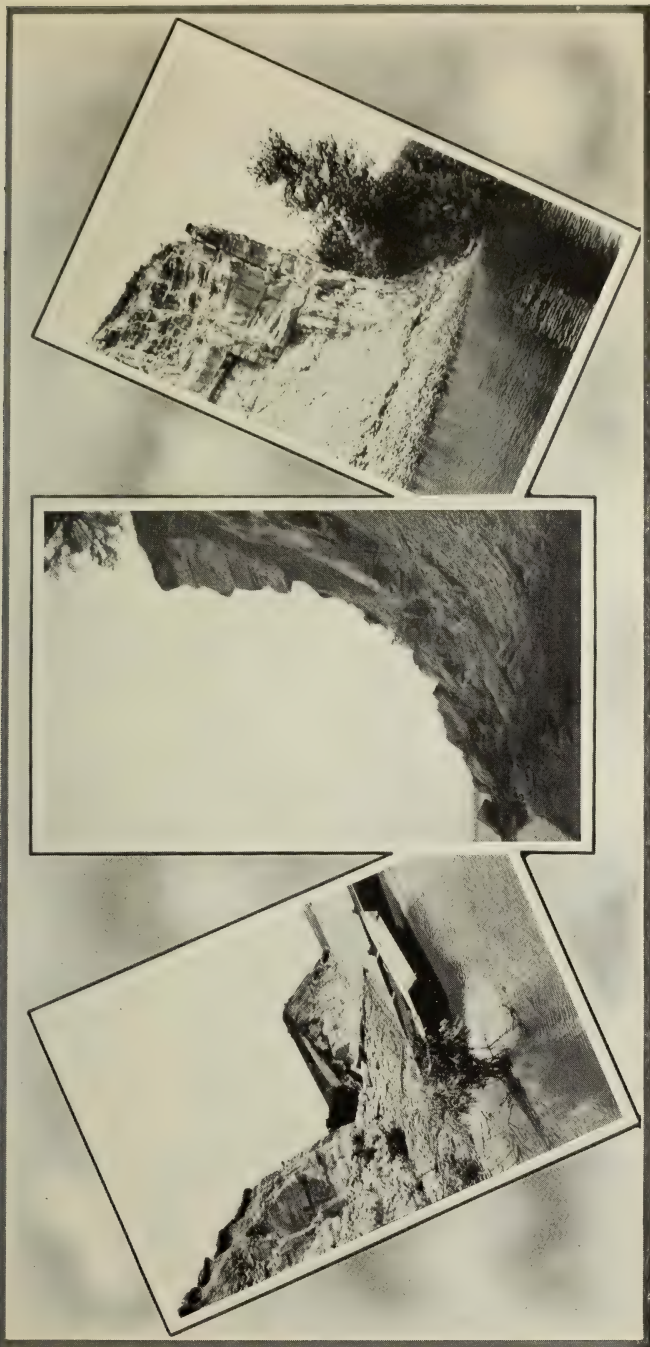
Marie Barta
Margaret Blanchard
Shirley De Long
Robert Duguid
Oscar Gretschrnann
Noami Hoffman
James Hopkins
Amanda Johnson
Hazel Johnson
Janet Lee

Esther McGoldrick
Emilie Michel
Wayne Monfore
Blanche Noble
Mary Slattery
Donald Snowden
Charlotte Turner
Susie Wagner
William Wagner
Jane Walpole

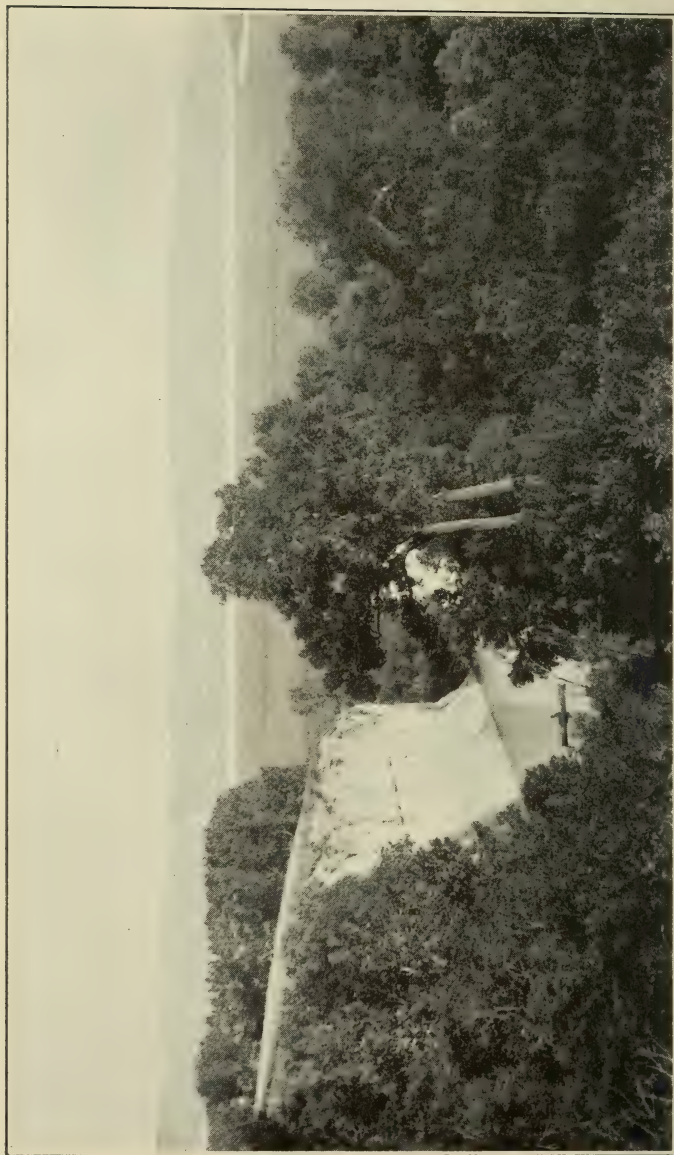
Second Grade

Janet Bordewyk
Charles Clancey
Wayne Echelberger
Jane Galer

Charles Martin
William Parsons
Warren Pegley
Walter Pigsley



GREAT STONE FACE AND CHALK CLIFFS NEAR SPRINGFIELD



VIEW AT SPRINGFIELD

Olive Hoaglin
Orbie Hoffman
Alfried Johnson
Paul Jones
Philip Kane
Helen Lee

Earl Sanborn
Margaret Slattery
Howard Smalley
Mattie Thomas
Clara Williams
John Woods

First Grade

John Barta
George Bennett
Joseph Bennett
Howard Clancey
Donald Coate
Marjorie Crockett
Robert Davison
Lysle De Long
Ellen Echelberger
Mary Galer
Philip Hursell

Peter Johnson
Mark Kane
Henry Kuiper
Frederick Lee
Robert Lee
Evelyn McCarthy
Hazel Noble
Leland Parsons
Velma Pigsley
Lucile Staff
Lorel Wagner

SUMMARY OF ATTENDANCE**Normal School**

Senior (sixth year) students	12
Junior (fifth year) students	21
Fourth year students	16
Third year students	33
Second year students	39
First year students	61
Special commercial students	11
Special public speaking students	2
Special gymnastic students	4
Special piano students	66
Special vocal students.....	18
Special violin and cello students	9
Summer normal school students	74

Total	366
Counted more than once	112

Net total	254
-----------------	-----

Model School

Eighth grade pupils	17
Seventh grade pupils	15
Sixth grade pupils	19
Fifth grade pupils	20
Fourth grade pupils	16
Third grade pupils	20
Second grade pupils	20
First grade pupils	22

Total	149
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Net total	403
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JUNE, 1916

No. 1

State Normal School

QUARTERLY

Springfield, South Dakota

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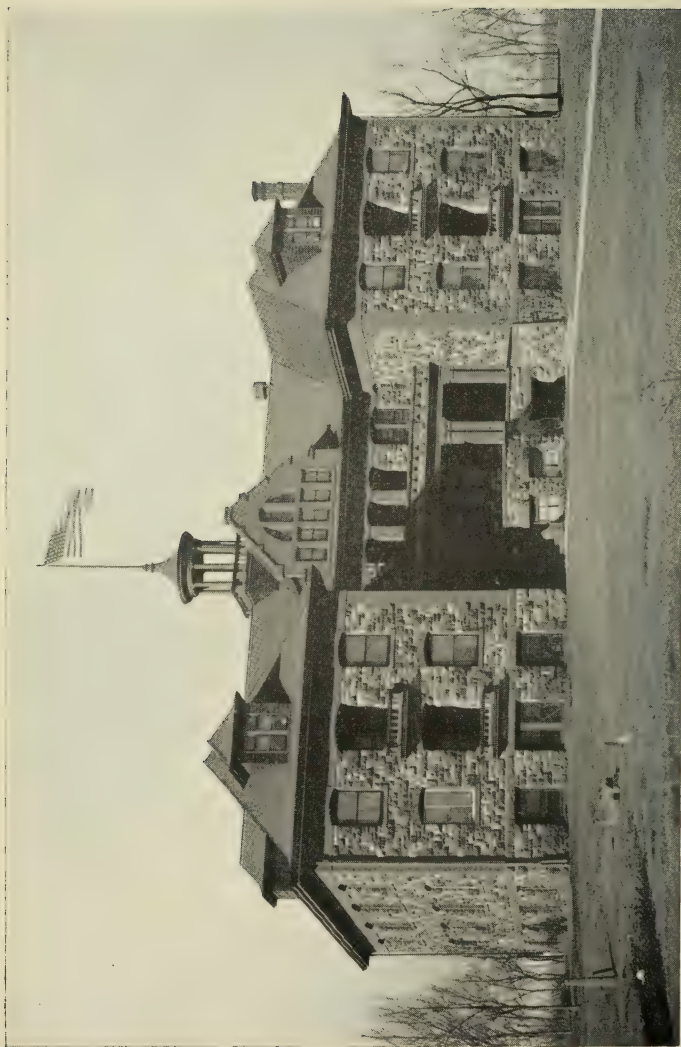
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Springfield, South Dakota

Containing the

Nineteenth Annual Catalog

For the Year 1915-1916

AND

Announcements for 1916-1917

REGENTS OF EDUCATION

A. M. ANDERSON, Sturgis.....Term expires Jan. 1, 1917
AUGUST FRIEBERG, Beresford...Term expires Jan. 1, 1919
FRANK ANDERSON, Webster.....Term expires Jan. 1, 1919
J. W. CAMPBELL, HuronTerm expires Jan. 1, 1921
T. W. DWIGHT, Sioux FallsTerm expires Jan. 1, 1921

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STANDING COMMITTEE

AUGUST FRIEBERGT. W. DWIGHT

H. H. GOODENOUGH,
Secretary of the State Normal School at Springfield

CALENDAR

1916-17

Summer Term, 1916 (6 weeks)

June 12, Monday—Beginning of Summer Term.

July 15, Saturday—Close of Summer Term.

Fall Term, 1916 (12 weeks)

September 26, Tuesday—Beginning of Fall Term.

November 30, Thursday—Thanksgiving Day.

December 19, Tuesday—Close of Fall Term.

Winter Term, 1917 (12 weeks)

January 3, Wednesday—Beginning of Winter Term.

March 27, Tuesday—Close of Winter Term.

Spring Term, 1917 (12 weeks)

March 28, Wednesday—Beginning of Spring Term.

April 6, Friday—Beginning of Easter Vacation.

April 10, Tuesday—Resumption of Spring Term.

June 17, Sunday—Annual Sermon.

June 21, Thursday—Twentieth Annual Commencement—Close
of Spring Term.

Summer Term, 1917 (6 weeks)

June 27, Wednesday—Beginning of Summer Term.

July 31, Tuesday—Close of Summer Term.

FACULTY

1915-16

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid*; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany
Psychology and Education

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.; student Northern Illinois State Normal School.

Primary Critic

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin College; A. M., *ibid*.
History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director
A. B., Oberlin College.
Mathematics

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid*.; graduate student University of Wisconsin.

English

ARTHUR B. CARR, A. B.
A. B., Albion College; graduate student University of Michigan.

Physics and Chemistry

HARRY SHERMAN STEIN, A. B., Di. M.
A. B., State University of Iowa; Di. M., Iowa State Teachers' College.

Pedagogy and Review Branches

GRACE BERENICE COOPER, A. B.
A. B., Beloit College; graduate student University of Wisconsin.

Public Speaking and Assistant in English



CHEMICAL LABORATORY



MANUAL TRAINING SHOP IN MODEL SCHOOL

GERTRUDE E. FUNK, B. L.

B. L., University of Minnesota; graduate student University of Minnesota and University of Chicago; private student in Germany.

German and Latin

GROVER C. ALLEN, M. Ped., B. S.

M. Ped., State Normal School, Kirksville, Mo.; B. S., *ibid.*; graduate student University of Missouri and University of Chicago.

Agriculture and Biology

NINA B. HUYCK, B. S.

B. S., State College.

Drawing, and Domestic Science and Art

HERMANN J. KAUFMANN, A. B.

Graduate Real-Gymnasium, Leer, and Teachers' Seminary, Aurich; Hospitant University of Goettingen, Germany; A. B., State Teachers' College, Cedar Falls, Ia.

Modern Languages

LILAH R. KINCAID, B. Mus.

B. Mus., University School of Music, Lincoln, Neb.; graduate student, *ibid.*

Violin and Piano

MARIAN MENTZER, B. Mus.

B. Mus., Western Conservatory of Music, Chicago; graduate Conservatory of Music, Winona Lake, Ind.; student Chicago Piano College, under C. E. Watt.

Piano and Voice

MYRTLE M. CORY

Graduate Ferris Institute, Big Rapids, Mich., and Northern State Normal School, Marquette, Mich.

Penmanship and Shorthand

MINA E. HUBBELL, Registrar

Student University of Minnesota, University of Nebraska, University of Chicago, and Nebraska School of Business.

Bookkeeping

ORAN J. HOUSE

Graduate State Normal School, Springfield; student University of Chicago.

Manual Training

HELEN C. PATTEE

Student Northern Indiana Normal University.

Second Primary Critic

MARY ELIZABETH WOOD

Assistant Grammar Critic

S. MARGARET PROVOST

Student University of Southern California.

Grammar Critic

IDA SPURRELL

Graduate State Normal School, Springfield; student Northern Illinois State Normal School.

Intermediate Critic

MRS. A. F. KELSEY, Matron
EARL DRYDEN, Engineer and Janitor

INFORMATION TO PROSPECTIVE STUDENTS

This catalog is published to give information about the School, especially to those who are planning to enroll as students. To facilitate getting at the facts usually asked for, an index has been put at the close of this publication, and besides the following directions may prove valuable.

Admission to the School—Requirements for admission, page 11.

Expenses—Tuition, page 10; Board, page 11; Room Rent, page 11.

Dormitory for Young Women—Page 9. See illustration.

Normal Courses—Page 13. Elementary course of two years for eighth grade graduates, page 14. Same course of one year for those having completed two years of high school, page 14. Intermediate course of two years for those having completed two years of high school, pages 14-15. Same course of one year for high school graduates, page 16. Advanced course of two years for high school graduates, page 16.

Music—Class instruction, page 39-45. Private lessons in piano, voice, and violin, pages 45-47. Fees for private music instruction, page 42.

Business Courses—Pages 43-44.

Gymnasium—Page 9. See illustration.

School Terms—See Calendar, page 3.

The Teachers—See Faculty, pages 4-6.

Further information may be obtained by writing to the President of the School.

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000 for a science hall and central heating plant, which were constructed in 1912-13.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and auditorium.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished thruout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including procelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and tewels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well

kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition—For tuition each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for special music lessons, look under Music. A fee of \$3 per term is charged for weekly half-hour special lessons in public speaking. A small additional fee is charged those working in laboratories and shop. All fees

and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. The following are the rents:

All corner rooms, 60 cents, except the northwest corner rooms, which are 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.86 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition and fees for 36 weeks	\$ 12.00
Room rent at 40 cents	14.40
Board and Dining Club	102.96
Text-Books	15.00
Total	\$144.36

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

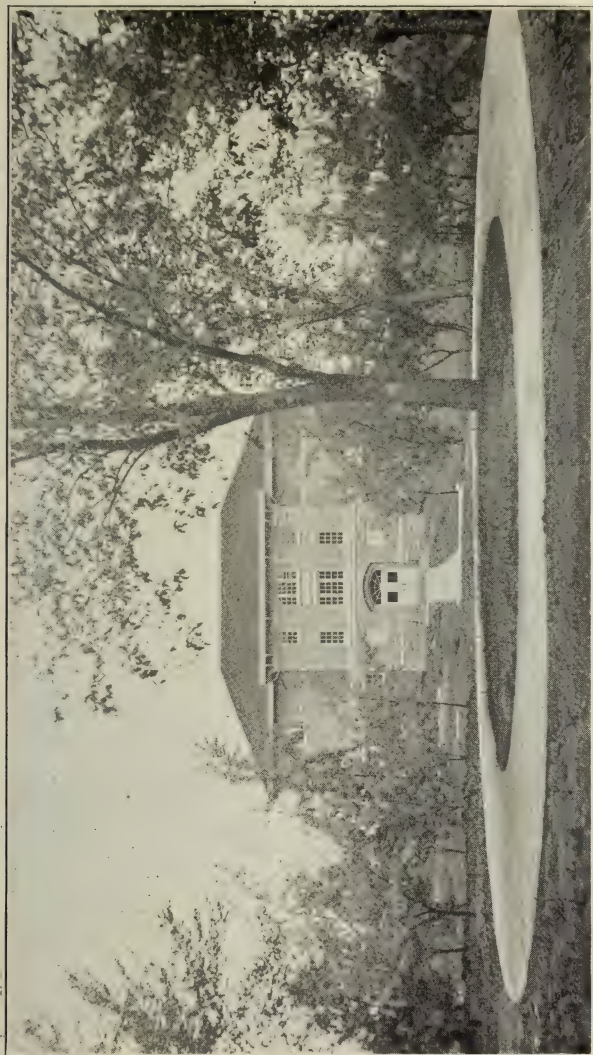
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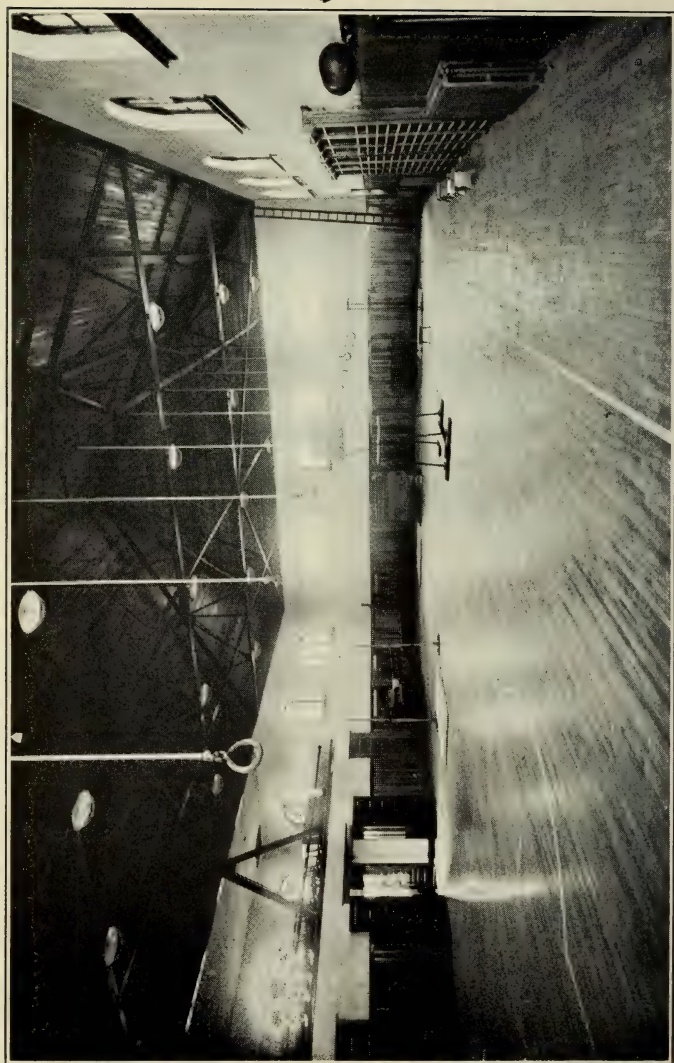
The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the fourth year of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's and a Young Men's Christian Association, an athletic association, two literary societies, a debating club, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

SCIENCE HALL





THE GYMNASIUM

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life diploma.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano, violin, and vocal music, and public speaking. (See Business and Music Courses.)

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the first year all the subjects listed are required. In the other years some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

Leading to a Second Grade Teacher's Certificate

FIRST YEAR

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Writing	3	Reading and Litera-		Reading and Litera-	
Orthography	2	ture	5	ture	5
Arithmetic	5	Arithmetic	5	Arithmetic or Book-	
				keeping	5
English Grammar..	5	English Grammar..	5	English Grammar..	5
Physiology	5	Geography	5	U. S. History	5

SECOND YEAR

Physiography I. ..	5	Physiography II. .	5	Physiography III. .	5
Drawing I.	5	Vocal Music I. ...	3	Vocal Music II. . .	3
		El. Ethics	2	El. Ethics	2
		Didactics and Prac-		Didactics and Prac-	
		tise Teaching ...	4	tise Teaching ...	4
Civil Government .	5	S. D. Hist. and Cur-		S. D. Hist. and Cur-	
		rent Events	1	rent Events	1
Elective	5	Elective	5	Elective	5

INTERMEDIATE NORMAL COURSE

Leading to a First Grade Teacher's Certificate

FIRST YEAR

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Algebra I.	5	Algebra II.	5	Algebra III.	5
English I.	5	English II.	5	English III.	5
Physiography I. . .	5	Physiography II. .	5	Physiography III. .	5
Penmanship	3	Drawing I.	5	Drawing II.	5
Orthography	2				

SECOND YEAR

Plane Geometry I..	5	Plane Geometry II.	5	Plane Geometry III.	5
English IV.	5	English V.	5	English VI.	5
General or Ancient		General or Ancient		General or Ancient	
History I.	5	History II.	5	History III.	5
Elective	5	Elective	5	Elective	5

THIRD YEAR

English VII.	5	English VIII.	5	English IX.	5
American History I.	5	Am. History II. .	5	Civics I.	5
Physiology	5	Vocal Music I. ...	3	Vocal Music II. .	3
		El. Ethics	2	El. Ethics	2
Elective	5	Elective	5	Elective	5

FOURTH YEAR

Methods of Teaching	5	Rural Problems ..	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
		S. D. Hist. and Cur-		Geo graphy	3
		rent Events	1	S. D. Hist. and Cur-	
Psychology I.	5	Practise Teaching..	4	rent Events	1
Elective	5	Elective	5	Practise Teaching..	4
				Elective	5

ADVANCED NORMAL COURSE

Leading to a State Teacher's Certificate and Life Diploma

(Presupposes the studies of first three years of Intermediate Course.)

FOURTH YEAR

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
English X.	5	English XI.	5	English XII.	5
*Physics or Bot-		*Physics or Bot-		*Physics or Bot-	
any I.	5	any II.	5	any III.	5
Electives	10	Electives	10	Electives	10

* Physics is required for Life Diploma.

JUNIOR YEAR

Psychology I.		Psychology II.		Psychology III.	
(General)	5	(Experimental). .	5	(Genetic)	5
Methods of Teaching	5	Rural Problems ..	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practise Teaching .	15	Principles of Edu-		History of Educa-	
		cation	4	tion	4
		S. D. Hist. & Cur-		S. D. Hist. & Cur-	
		rent Events	1	rent Events	1
		Electives	10	Electives	10

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Leading to a First Grade Teacher's Certificate

(One Year)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Methods of Teaching	5	Rural Problems	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		S. D. Hist. and		S. D. Hist. and	
		Current Events	1	Current Events	1
Psychology I.	5	Practise Teaching	4	Practise Teaching	4
Elective	5	Electives	5	Electives	5

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES

Leading to a State Teacher's Certificate and Life Diploma

JUNIOR YEAR

Psychology I. (General)	5	Psychology II. (Experimental)	5	Psychology III. (Genetic)	5
Methods of Teaching	5	Rural Problems	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practise Teaching	15	Principles of Education	4	History of Education	4
		S. D. Hist. & Current Events	1	S. D. Hist. & Current Events	1
		Electives	10	Electives	10

ELECTIVES

All required subjects in the various courses are electives in courses in which they are not listed.

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Latin I.	5	Latin II.	5	Latin III.	5
German I.	5	German II.	5	German III.	5
Public Speaking I.	5	Public Speaking II.	5	Public Speaking III.	5
Agriculture I.	5	Agriculture II.	5	Agriculture III.	5
Botany I.	5	Botany II.	5	Botany III.	5
Domestic Science		Domestic Science		Domestic Science	
I.	5	II.	5	III.	5
Gymnastics	2	Gymnastics	2	Gymnastics	2
Special Inst. Music.	1	Special Inst. Music	1	Special Inst. Music	1



THE ORCHESTRA



TYPEWRITING CLASS

Latin IV.	5	Latin V.	5	Latin VI.	5
German IV.	5	German V.	5	German VI.	5
Medieval History .	5	Modern History I..	5	Modern History II..	5
Algebra IV.	5	Algebra V.	5	Algebra VI.	5
Biology I.	5	Biology II.	5	Biology III.	5
Zoology I.	5	Zoology II.	5	Zoology III.	5
Latin VII.	5	Latin VIII.	5	Latin IX.	5
German VII.	5	German VIII.	5	German IX.	5
Drawing III.	5	Drawing IV.	5	Drawing V.	5
Manual Training I.	5	Man. Training II..	5	Man. Training III..	5
Household Chem- istry I.	5	Household Chem- istry II.	5	Household Chem- istry III.	5
Vocal Music III. .	3	Vocal Music IV. .	3	Vocal Music V. .	3
Latin X.	5	Latin XI.	5	Latin XII.	5
German X.	5	German XI.	5	German XII.	5
English XIII.	5	English XIV.	5	English XV.	5
Chemistry I.	5	Chemistry II.	5	Chemistry III.	5
Man. Training IV..	5	Man. Training V..	5	Man. Training VI..	5
Perspective Drawing & Design I.	3	Perspective Drawing & Design II.	3	Perspective Drawing & Design III.	3
History of Art & Picture Study I..	2	History of Art & Picture Study II..	2	History of Art & Picture Study III..	2
*Sociology or Econ- omics I.	5	*Sociology or Econ- omics II.	5	*Sociology or Econ- omics III.	5
Mathematics	5	Mathematics	5	Mathematics	5
Adv. Physics	5	Adv. Physics	5	Adv. Physics	5
Adv. Civics	5	Astronomy	5	Geology	5
History	5	History	5	History	5
Adv. Ethics	5	Adv. Psychology .	5	Adv. Psychology ..	5
Domestic Art I. .	5	Domestic Art II..	5	Domestic Art III..	5

*Required for Life Diploma.

OUTLINE OF SUBJECTS

I. Academic Studies

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings of either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thoughts, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX—The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed.

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Everyman" as an example of the morality play, Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's Elegy in a Country Churchyard.

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayist of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Thruout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1916-19 For Reading

GROUP I.—Classics in Translation. Two to be Selected.

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books, I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Æneid. The Odyssey, Iliad, and Æneid should be read in English translations of recognized literary excellence. For any selection from this Group a selection from any other Group may be substituted.

GROUP II.—Shakespeare. Two to be Selected.

Shakespeare's *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Caesar*; *Macbeth*; *Hamlet*.

N. B.—The last three only, if not chosen for study.

GROUP III.—Prose Fiction. Two to be Selected.

Malory's Morte d'Arthur (about 100 pages); *Bunyan's Pilgrim's Progress*, Part I; *Swift's Gulliver's Travels* (*Voyages to Lilliput and to Brobdingnag*); *Defoe's Robinson Crusoe*, Part I; *Goldsmith's Vicar of Wakefield*; *Frances Burney's Evelina*; *Scott's Novels*, any one; *Jane Austen's Novels*, any one; either *Maria Edgeworth's Castle Rackrent*, or *The Absentee*; *Dickens's Novels*, any one; *Thackeray's Novels*, any one; *George Eliot's Novels*, any one; *Mrs. Gaskell's Cranford*; either *Kingsley's Westward Ho!* or *Hereward the Wake*; *Reade's The Cloister and the Hearth*; *Blackmore's Lorna Doone*; *Hughes's Tom Brown's Schooldays*; either *Stevenson's Treasure Island*, or *Kidnapped*, or *The Master of Ballantrae*; *Cooper's Novels*, any one; *Poe's Selected Tales*; either *Hawthorne's The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; A collection of short stories by various standard writers.

GROUP IV.—Essays, Biography, Etc. Two to be Selected.

Either the Sir Roger de Coverley Papers, or **Selections from The Tatler and The Spectator** (about 200 pages); **Boswell's Selections from the Life of Johnson** (about 200 pages); **Franklin's Autobiography**; either **Irving's Selections from the Sketch Book** (about 200 pages), or **The Life of Goldsmith**; **Southey's Life of Nelson**; **Lamb's Selections from the Essays of Elia** (about 100 pages); **Lockhart's Selections from the Life of Scott** (about 200 pages); **Thackeray's Lectures on Swift, Addison, and Steele in the English Humorists**; **Macaulay**: one of the following essays: **Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay**; **Travelyan's Selections from Life of Macaulay** (about 200 pages); either **Ruskin's Sesame and Lilies**, or **Selections** (about 150 pages); **Dana's Two Year's before the Mast**; **Lincoln's Selections**, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; **Parkman's The Oregon Trail**; **Thoreau's Walden**; **Lowell's Selected Essays** (about 150 pages); **Holmes's The Autocrat of the Breakfast Table**; **Stevenson's Inland Voyage, and Travels with a Donkey**; **Huxley's Autobiography** and selections from **Lay Sermons**, including the addresses on **Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk**; **A collection of Essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers**; **A collection of Letters by various standard writers.**

GROUP V.—Poetry. Two to be Selected.

Palgrave's Golden Treasury (First Series): Books II and III, with special attention to **Dryden, Collins, Gray, Cowper, and Burns**; **Palgrave's Golden Treasury (First Series)**: Book IV, with special attention to **Wordsworth, Keats, and Shelley** (if not chosen for study); **Goldsmith's The Traveller, and The Deserted Village**; **Pope's The Rape of the Lock**; **A Collection of English and Scottish Ballads**, as, for example, some **Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens, and a selection from later ballads**; **Coleridge's The Ancient Mariner, Christabel, and Kubla Khan**; **Byron's Childe Harold, Canto III or IV, and The Prisoner of Chillon**; either **Scott's The Lady of the Lake or Marmion**; **Macaulay's The Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry**; either **Tennyson's The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur**; **Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, "De Gustibus—," The Pied Piper, Instans Tyrannus**; **Arnold's Sohrab and Rustum, and The Forsaken Merman**; **Selections from American Poetry, with special attention to Poe, Longfellow, and Whittier.**

For Study

GROUP I.—Drama. One to be Selected.

Shakespeare's Julius Caesar, Macbeth, Hamlet.

GROUP II.—Oratory. One to be Selected.

Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail*, and *the Passing of Arthur*; *The Selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's Golden Treasury (First Series).*

GROUP III.—Oratory. One to be Selected.

Burke's *Speech on Conciliation with America*; Macaulay's *Two Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address*, and Webster's *First Bunker Hill Oration*.

GROUP IV.—Essays. One to be Selected.

Carlyle's *Essay on Burns*, with a selection from *Burn's Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

LATIN

The Latin course includes four years of study, and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—Inflectional forms and the simpler rules of syntax are studied. Special attention is given to pronunciation as an essential to efficiency. The mastery of vocabularies is required, and pupils are encouraged to study derivatives. Easy Latin reading and simple prose composition are early taken up, followed later in the year by a translation of the introductory chapters in the first book and the whole of the second book of Caesar's *Commentaries on the Gallic War*. A comparison of the English and Latin modes of expression is made, and forms and constructions are kept before the pupil. The chief aims are a knowledge of the subject-matter and its expression in smooth idiomatic English, which necessitates, on the part of the pupil, a literal translation.

Latin IV, V, and VI—The study of Caesar's *Gallic War* is continued as begun in first year. Books I, III, and IV are completed, after which either the *Gallic War* is continued, or selections from Caesar's *Civil War* are studied. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are considered in class work. The study of syntax and vocabulary is continued by means of the text and prose composition. Sight translation is used frequently, and idiomatic English is required in all translations.

Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, and orator, and a philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight transla-

tion offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's *Aeneid* and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of the grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation work is a prominent feature of the courses. Just as the translating of English must be into idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's *Germelshausen*, Storm's *Immensee*, and Hauff's *Das kalte Herz*. Syntax and German-prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's *Minna von Barnhelm* and Eichendorff's *Taugenichts*. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Scheffel's *Der Trompeter von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, XII—The fourth year is given to the study of more difficult masterworks of German literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

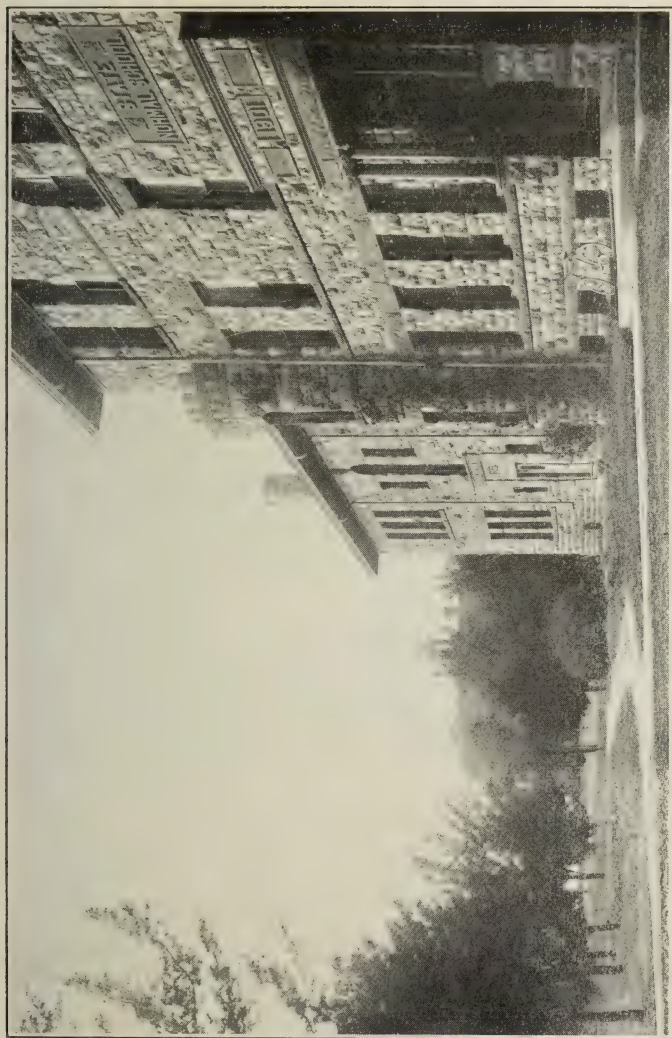
The following courses are offered:

General History I, II, and III.....	3 terms
Medieval History	1 term
Modern History I and II	2 terms
English History	1 term
Advanced American History I and II	2 terms
South Dakota History and Current Events....	1 term
One period weekly (see Common Branches)	
United States History, Teachers' Review	1 term
(See Professional Subjects)	
Additional courses as called for	3 terms

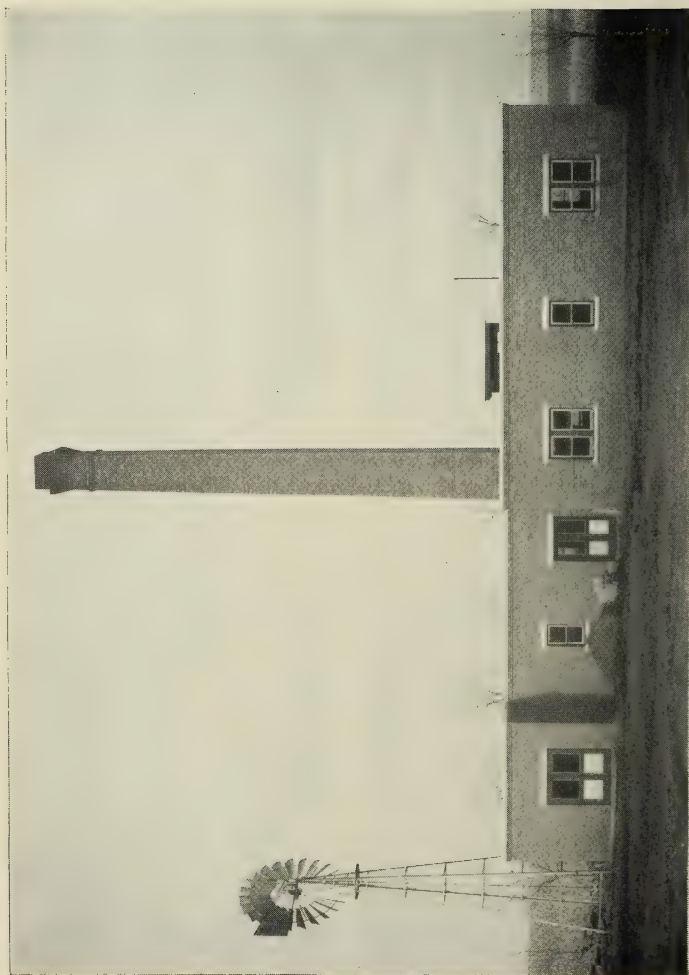
General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required in certain courses and is scheduled for study during the second year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thoro study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. The text used is Myers' General History.



A GLIMPSE OF BUILDINGS AND CAMPUS



POWER HOUSE

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the fall and winter terms. During the fall term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics. The text used is Muzzey's American History.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and be inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Guitteau's *Government and Politics in the United States*.

Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's *City Government in the United States*.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced students. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. Fetter's *Principles of Economics* is used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part of foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues thruout the year. After becoming familiar with the general accepted ideas regarding the science of society the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Haye's Introduction to the Study of Sociology and Ellwood's Sociology and Modern Social Problems are the texts used.

PSYCHOLOGY

Psychology I, II, and III—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this course—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is Wenzlaff's *The Mental Man*, which is supplemented by other texts.

The second term of psychology is a course in elementary experimental psychology, and aims to acquaint the student with the methods and the problems of experimental psychology. The text used is Seashore's *Elementary Experiments in Psychology*.

The third term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

Advanced Psychology I and II—Two terms of advanced psychology are given whenever it is elected.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man

as a moral responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy. Sisson's *The Essentials of Character* and other texts are used.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III	3 terms
Plane Geometry I, II, and III.....	3 terms
Advanced Algebra	1½ terms
Solid Geometry	1½ terms
Trigonometry	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects)	
Business Arithmetic (See Business Courses)	
Bookkeeping (See Business Courses)	

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of system of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equation are thoroly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The great-

est value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I, II, and III are prerequisites.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

Trigonometry I and II—In this course, a careful study is made of the relations of the sides and angles of a triangle. Right, oblique, and spherical triangles are studied in the order named. In connection with these, the use of Table of Logarithms is taught, as well as the use of tables which deal with the functions of the different angles. This course is offered only for those who have completed an equivalent of the other courses in mathematics offered in the Normal.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and

destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-story of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's Elementary Zoology.

BOTANY

Botany I, II, and III—This course continues thruout the year, and is arranged so as to overcome that undesirable feature found in many normal school courses in botany, where all the material needed in work is furnished fully prepared, thus training the teacher in a way that often results in his not knowing how to proceed when he is put in charge of a school. This course aims to lead the student direct to nature for the object of each lesson.

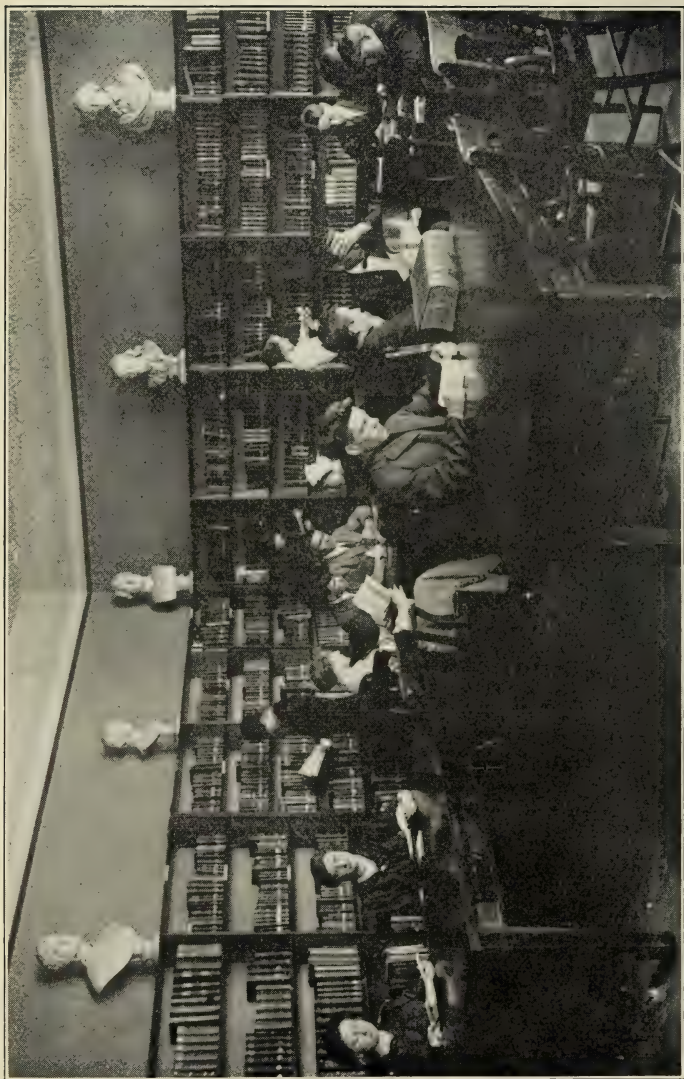
Instruction is given in the morphology and biology of plants, including a study in natural surroundings so far as possible, of type forms from the lowest to the highest. A study is made of the struggle for existence among plants, as is shown by their reaction and adaptations to the various factors in their environments—water, light, soil, temperature, etc. The identification of trees, shrubs, and herbacious plants, and their grouping into societies, form a part of the work. Attention is given to methods of preparation and preservation for future use. The intimate relations between botany and agriculture are constantly kept in view, and are emphasized by the working out of practical questions which serve to lead the student to reason for himself and draw his own inferences from the common phenomena about him. Special attention is given to the peculiar conditions in evidence in this section of South Dakota.

AGRICULTURE

Agriculture I, II, and III—Among the many significant phenomena of recent years is the expansion of the school curriculum along practical lines, including the study of agriculture.



NATURE STUDY CLASS IN FIELD WORK



THE LIBRARY

Undoubtedly agriculture, in a large measure, contributes to the fulfilment of some of the demands of the times, which fact explains the courses in agriculture for the training of teachers for the problems they must necessarily meet.

During the first term there is taken up the study of the agencies necessary for plant growth, such as air, water, soil, decay, and cultural requirements of corn and small grains. The work includes field studies, corn and small grain judging, harvesting and threshing.

The second term includes the study of dairying and live stock judging, feeding, and housing. Field work is also done.

The third term is devoted to horticulture, including plant physiology, school gardening, and farm orcharding. This includes work in our demonstration garden, the use of hot beds, cold frames, grafting of fruit trees, and combatting diseases of large and small fruits.

Texts: First term, "The Book of Corn," Myrick. Second term, "Feeds and Feeding," Henry. Third term, "Plant Physiology," Duggar. Much supplementary work is required.

A second year's work is offered, if a sufficient number of students desire to do more advanced work in the subject.

PHYSIOGRAPHY

Physiography I, II, and III—The last few years have witnessed important changes in the scope of physical geography. Instead of making a study of the world as a fixed model, it is now studied as a world whose physical features are continually undergoing changes. Since these changes are modifying the climate and life conditions of plants and animals, as well as having important influences on the activities of man, life is added to the subject by noting these important modifications.

A course comprising a study of the more noticeable physical features of the earth's surface and the physical forces continually working to modify them, an elementary study of meteorology and topography of certain regions, particularly South Dakota, made by means of topographic maps and government geological survey reports, and illustrated fully by experiments in the laboratory, together with definite field study of terminal glacial moraines in the field, continues thruout the year.

Text: "New Physical Geography," by Tarr.

PHYSIOLOGY

This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience

demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried thru the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work.

The texts used are Davison's Advanced Human Body and Health, and Conn and Buddington's Advanced Physiology and Hygiene.

PHYSICS

Physics I, II, and III—Physics, which extends through the year, is taught with the practical side emphasized more than the purely mathematical theories. Everyday phenomena in the common experiences of the students are explained, so far as possible, from the standpoint of physics. Different farm implements are discussed, attention being directed to the principles involved in their operation and the mechanical advantage of each. Heating and ventilation methods are compared from the general viewpoint of efficiency and cost. Lighting and wiring are also given special care.

Aside from these more purely practical phenomena that are a part of the student's life, such modern inventions as the phonograph, airships, wireless telegraphy, fireless cooking, etc., are discussed and the principles involved in their operation are explained when the class reaches the proper place in the course. Thruout the course the historical development of physics is given in brief form in short lectures, in order that the student may the more appreciate his advantages and environment.

The physics laboratory is a spacious room, well lighted and heated, and provided with special tables for such work. The equipment of the laboratory is very complete. Day current makes possible the solution of many problems that give the laboratory course a charm in instruction. Each student keeps a note-book and several manuals are used. Breakage is charged to the student and must be paid before credit is given for the course.

Prerequisites of this course are algebra and plane geometry. Text and manual: Hoadley.

Advanced work in physics, if demanded, may be arranged for in the following courses: Advanced General Physics, Primary Batteries, Electrical Measurements (elementary and advanced), and Physical Technics, which is designed especially for teachers.

CHEMISTRY

Chemistry I, II, and III—This course is for beginners and serves as an introduction to chemical nomenclature, methods, and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of \$1.50 per term, payable in advance, is charged to cover cost of chemicals used and necessary breakage. Extra breakage is charged to the student.

Text: Morgan and Lyman. Courses in Qualitative Analysis and Oxidation may be arranged for by those prepared for them.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thoughts clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

Public Speaking I, II, and III—This is an elective during any year. It is designed to be a thoroly practical course, which will enable the student to speak well and easily in public, and give him greater confidence in all oral work. Attention is given to correct breathing, proper carriage of the body, voice control, expression, articulation, and gesture.

Curry's Foundations of Expression is the text used for the work of the first two terms. Emerson's Evolution of Expression forms the basis for the last term's work. In this way the student is given an idea of the principles of these two leading methods in expression.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically, using as material literary masterpieces. Work will be done in expression, management of voice and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind, hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and construction.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive

uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training; and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work of this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the student's surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, paintings, and sculpture.

Drawing I—An elementary course in free-hand drawing is from life and still life. Some original composition of drawing is given, as well as dictated and copy work. The objects used during this term are based largely on the cylinder and sphere as types. The pencil and crayola are used.

Drawing II—This term's work is a continuation of the preceding term, and in addition includes time studies from plant form, and still life pose in both color and pencil and charcoal. Time is given to original composition and illustrative work, both in color, and black and white. The principles of elementary perspectives are taught.

Drawing III—More advanced work is given along the same lines of study. Special emphasis is given, however, to the principles underlying drawing. Some applied design is given. Free-hand sketching from objects in parallel and angular perspective, is done. Water-color, charcoal, pencil and crayons are used.

Drawing IV, V, and VI—This course is planned for those who desire to do more advanced work in drawing, and is devoted to still life, life and pose, and plant form in color, pencil

and charcoal, and pencil and color studies of exteriors and interior of buildings. Still life and original composition in crayon, pencil, water-color, charcoal, and charcoal and water-color, are done. Some work in picture study is also given.

Perspective Drawing and Design I, II, and III—This is an advanced course in drawing, the emphasis being placed on the principles underlying perspective drawing, including (1) diagram, (2) parallel, (3) angular, (4) oblique, and (5) free-hand or model drawing.

In this course is also included work in designing of textiles, wall and floor coverings, book-covers, etc., as well as the application of the original designs to articles made of cloth, paper, and leather. Some work will be given in cut and tooled leather, also in sheet metal.

History of Art and Picture Study I, II, and III—A history of painting and sculpture from the earliest times up to the present day is studied, including the lives of the greatest artists. Copies of the masterpieces of various nations will be made, not alone for technique but for a clear knowledge of the pictures' meaning and beauty.

DOMESTIC SCIENCE AND ART

The thot underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement of the nation depend upon the home, that the business of home-making should be regarded as a profession and be given the most serious thot; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of thot.

The purpose of these courses is twofold, namely, to prepare the girls to be more capable in every-day life, and to qualify them to teach these subjects in the schools of this state.

Domestic Science I, II, and III.—In this course the following topics are covered; production of heat and ways of transmitting in cooking; physical and chemical changes effected in



FOOTBALL GAMES SCENES



FOOTBALL SQUAD

the preparation of food for serving; composition and nutritive value of foods; tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Domestic Art I, II, and III—Some of the points which are emphasized in this course are the value of well-made clothing; a knowledge of materials, which will be of economic value; a study of materials in ready-made garments on the market; and a study of the conditions under which they are made. A limited time is given to costume design, textiles, and embroidery.

The first term's work is devoted to hand-sewing, and involves the use of the chief forms of sewing—running stitch, basting, backstitch, overhanding, overcasting, hemming, making of seams, mitered and square corners, putting on bands, gathering, making of plackets, sewing on tapes, patching, darning, making of buttonholes, sewing on buttons, hooks and eyes, hemstitching, and learning to make a few decorative stitches. One garment made by hand is required.

The second term is a continuation of the work of the previous term. In addition patterns are drafted from measure, and garments made from these, and others are made from patterns bot. By this plan the student is taught the general plan of pattern-making, and has drill in adjusting the patterns bot. Undergarments are made in this term. Special attention is given to the use and care of the sewing machine.

During the third term each student is required to make a simple cotton dress and a fancy summer dress. Costume design and millinery form a part of this course. Special reading and written reports on assigned topics are required during the third term.

GYMNASTICS

An elective course in gymnasium work is open to the young women of the school. This class meets in two sections twice a week. Simple military commands, various free-movement exercises, dumb-bell, bar-bell, wand and Indian club drills, apparatus work, and games are being taught. Much of this work is adapted to the use of public school teachers in their work.

In addition to the gymnasium classes, there is a squad of girls organized for playing basket-ball. They practise regular-

ly twice a week. Games between the class teams stimulate healthful rivalry.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Altho the subjects are the same as those required in the grades of the common school, the work in the Normal School is more thoro and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the entire year. It is expected that every student deficient in these branches take up this course.

Reading and Literature—This course in Reading and Literature has been prepared especially for the Elementary Normal Course. In this course the student is given drill on the subjects of phonetics, the use of diacritical marks, oral reading, and an intensive study of the more difficult literary selections that he will have to teach in the public schools. The demand for better teachers of reading requires a carefully prepared course of this kind.

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thoro treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the students seem to demand. The subjects will be developed along lines best suited to prepare students for teaching, and still the practical side will not be lost sight of. Special attention will be given, from time to time, to oral exercises and analysis. Students that take this course must have completed successfully the work of arithmetic in the grades.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroly, and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms.

Physiology—A term of physiology and hygiene is required in both the Elementary and Intermediate Courses. This course presupposes that the subject has been studied in the grades, and is, therefore, of an advanced nature, in which emphasis is placed upon the principles of hygiene and sanitation.

Geography—The course presented reviews the subject of world geography after a survey of the United States, as a basis for comparison. The phases particularly treated are political and commercial. The factor of visualization is made use of in map-making and the localizing of places in class work.

Civil Government—The chief aim of the subject is to impress on students their responsibilities as citizens and voters. The general principles of the American system of government are emphasized to show the subject in its application.

United States History—This course is intended to give the student a working outline of the subject, emphasis being placed upon chronological and geographical localization of events, and accurate statements of cause and effect. Some attention is also given to methods of teaching the subject in the rural and graded schools.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our State should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered, and particularly to those in advanced American history and civics.

Drawing—Two terms are devoted to elementary drawing. This work is required of all completing normal courses.

Music—Instruction in vocal class music, designed especially for those who expect to teach, is given three periods a week for two terms.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and philosophy of education, rural problems, observation and the practical work of teaching, in which the student-teacher carries out in actual practise the theory learned in connection with the study of methods and other subjects.

METHODS OF TEACHING

In this course are discust the general principles of methods as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discust

are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the school curriculum.

The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public school to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Colgrove's *The Teacher and the School*, and Bagley's *Classroom Management*, are the texts used.

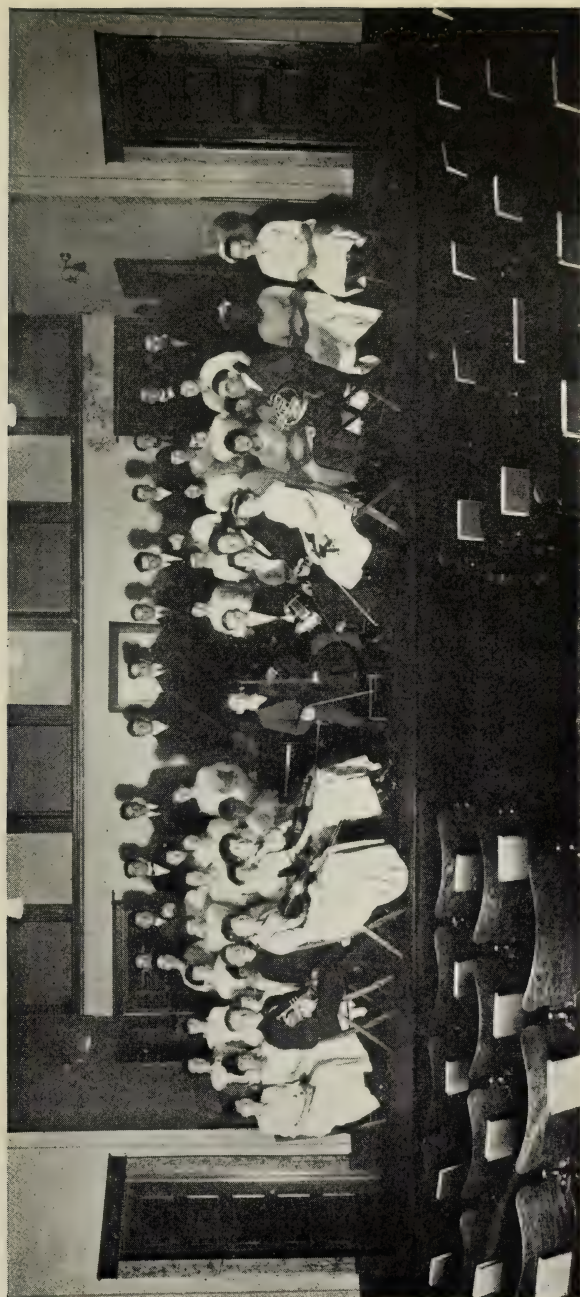
Didactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

OBSERVATION IN MODEL SCHOOL

This line of work is required of the student of the Elementary Course two forty-five minute periods a week for two terms. It consists of systematic observation of instruction in the model school and criticism on the same.

TEACHERS' REVIEWS

Methods in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number



CHORUS AND ORCHESTRA



GIRLS' GYMNASIUM CLASS

will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Methods in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Methods in Reading—In this course is considered what reading work should include; the material and the method for grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and the modern methods, viewing each in the light of ultimate purpose, will be included. Reference reading is required.

Methods in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Methods in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.

PRINCIPLES OF EDUCATION

This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values. Spencer's *Essay on Education* and Horne's *Philosophy of Education* are studied.

RURAL PROBLEMS AND EDUCATION

This course in sociology is designed to meet present-day demands for a better understanding of the peculiar conditions and needs of the rural community and its school. The text studied is Cubberly's *Rural Life and Education*.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTISE TEACHING

Seniors devote forty-five minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, sewing, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticized and corrected, the lesson is given. A weekly meeting of the practise teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

PSYCHOLOGY

For educational psychology, see "Psychology" under "Academic Studies."

BUSINESS COURSE

The object of this department is twofold. It gives to those who wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Penmanship	3	Penmanship	3	Penmanship	3
Orthography	2	Business Prac-		Business Prac-	
		tise I.	2	tise II.	2
Bookkeeping I. ...	5	Bookkeeping II. .	5	Bookkeeping III. .	5
Commercial Arith-		Commercial Arith-		Commercial Arith-	
metic I.	5	metic II.	5	metic III.	5
Commercial Cor-		Commercial Cor-		Commercial Cor-	
respondence I...	5	respondence II...	5	respondence III..	5
Shorthand I.	5	Shorthand II.	5	Shorthand III. ...	5
Typewriting		Typewriting		Typewriting	

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thoro drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—A complete course in bookkeeping is offered, requiring work for an entire year. Bookkeeping I consists of twelve weeks' work in elementary bookkeeping, principles, and forms. Bookkeeping II requires advanced work in general bookkeeping, using the cash book, journal, ledger, cash register, and charge sale pads. Bookkeeping III is a course in practical accounting, using multi-column cash book, purchase journal, sales journal, and other journals, with sub-

sidiary ledgers and controlling accounts. Text: Goodyear-Marshall.

Penmanship—The course in penmanship includes a thoro training in neat, legible, rapid penmanship, and also methods of teaching penmanship.

Shorthand I, II, and III—In this course students are prepared for office work or teaching. The principles of Gregg Shorthand are taught together with drill in speed practise, phrasing, and, when desired, methods of teaching shorthand. Opportunity is given to students to become members of different shorthand associations. Text: Gregg's Manual, Gregg's Speed Practise, Gregg Magazine, Gregg Dictionary.

Typewriting—The touch typewriting system is taught, using only standard makes of machines. Accuracy, speed, touch, and artistic arrangement, are emphasized. Text: Van Sant's System of Touch Typewriting.

Business Practise I and II—A course in practical office work, with drill in correct and rapid circular work, addressing envelopes, office dictation, details of office practise, use of filing systems, adding machines, writerpress, and duplicating machines.

MUSIC

The Normal School offers thoro courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and two chorus clubs. These meet one hour each week for practise. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in Piano, Voice and Violin. The time for completion cannot be fixed by the number of years of study or even by going thru the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

PUBLIC SCHOOL MUSIC

This course is required of all students taking regular normal courses and is given to classes three periods a week for two terms.

I—The first term's work includes the following: Elements of music; terminology; ear training; oral, tonal, and written dictation; and sight-reading.

II—The second term's work is planned to give the student practise in theory and notation—facts necessary to present music in the elementary school; to organize and study song material for children, and make a study of the child voice.

VOICE

The following three courses in voice training are offered:

Preparatory Course

Fundamental principles of voice culture; correct breathing; proper tone-placement; equalization of registers; phrasing. Concione, Abt, and Sieber studies; easy songs for application of the principles learned.

Intermediate Course

Tone-placement and breath-control; scales and arpeggios; pure intonation and distinct enunciation; Concione, Abt, Marchesi, and Garcia studies. More difficult songs, both sacred and secular, from classic and modern composers.

Advanced Course

Advanced exercises for breath-control and tone-production; exercises for flexibility and sustained tone; interpretation. Marchesi, Garcia, and Bordogni studies; advanced songs, both modern and classic; simple arias from opera and oratorio.

PIANO

Along with the first lessons especial attention is given to the positions of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the command of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five-Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; LeCoupey, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65; Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concione Etudes, Op. 30; Czerny, Op. 299; Preyer,

Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Couppey (La Difficulte); Compositions by Grieg, Godard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, Op. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubinstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancala, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancala are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeroit, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thoro understanding of the essential principles of bowing are impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

HARMONY AND HISTORY OF MUSIC

Candidates for graduation in voice, piano, and violin must, in addition to the regular course, have one year of harmony, two lessons each week, and one year of Musical History one lesson each week.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department.

Fees

A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practise purposes at \$1 a term, on the basis of one hour's practise daily.



GIRLS' BASKET-BALL TEAM



BOYS' BASKET-BALL SQUAD

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Springfield
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Presho
Emma Webster Hill	Springfield
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy	Springfield
Gerald Emile Muller	Emery
Katherine Julia Muller	Minneapolis, Minn.
Walter Michael Quinn	Bonesteel
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche Wood	Perkins

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwill	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Justina (Radway) Smith	Philip
Roy George Stevens	Sioux Falls
Cora Elizabeth (Trumbo) Wetzberger	Doland
Marie Alberta (Voy) Hoard	Chicago, Ill.
Florence Edna (Young) Nichol	Aberdeen

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller	Sioux City, Iowa
Ben Harrison Bridgman	Platte
Edith Adelia (Bridgman) Graham	Elm Springs
Anna Margaret Brown	Chamberlain
Noda Agnes Brown	Woonsocket

Arthur Eastley	Wetashkiwin, Alberta
Zoa May (Flavin) King.....	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett.....	Armour
Anna Loretta Martin	Running Water
Maud Ethel (Marchant) Muller	Emery
Rosine Edna (McDonald) Plumb.....	Grand Junction, Colo.
Mary Alice (Owens) Knight.....	Randall, Minn.
Effie Belle (Radway) Bridgman	Platte

1902

Eliza Maud Bussey	Tyndall
William Arthur Bussey	Tyndall
Erle Francis Craig	Greenwood
Robert Holland Frazee	Seattle, Wash.
Lynden Miller Greene	Springfield
Susan May Harrison	New England, N. D.
Charles Lawrence Hill	Kansas City, Mo.
Helen Estella (Jones) Nelson	Tyndall
James Burdette Kelsey	Buffalo, N. Y.
Bessie Amelia (Monfore) Dempster	Springfield
Grace Edna Morrison	Columbus, Mont.
Grace Luvina (McCollum) Page	Luther, Iowa
John Francis Quinn	Hosmer
Clara Emeline (Searles) Hickman	Philip
Anna Henrietta (Stephens) Hall	Philip
Ralph Van Wood	Springfield

1903

Nina Muriel Campbell	Sioux City, Iowa
Florence Lorena (Gardner) James.....	Bonilla
Jessie Bell (Gardner) Hill	Kansas City, Mo.
Rosa Emma (Patten) Sells	Avon
Mabel Clare Smith	Springfield
Glen Eugene Sunderlin	Glenns Ferry, Ida.

1904

Rachel Viola Abbott	Sioux City, Iowa
Myrtle Ida (Best) Ray	Armour
Grace Emilie Cannam	Britton
Jennie Mary (Chatfield) Casson	Perkins
Valucia Violant (Curtis) Langworthy	Berkeley, Cal.
Bessie Pearl (Hain) Cooper.....	Bonilla
Lavina Jane Hamilton	Olivet
Ida Mary Hildreth	Denver, Colo.
James Ignatius Keenan	O'Neil, Neb.
Christine Bridget Kelley	Iona
Hannah Theodora Knapp	Sioux City, Iowa

Alberta America (Monfore) Humphrey.....Howard
 Cynthia Belle OrrMeckling
 Robert Joseph QuinnBurke
 Susie Edwina WoodGilmore City, Iowa

1905

John Raymond BabbOak Park, Ill.
 Erving Elmer BaldrigeNorthville
 Emma BeneshIsabel
 Hawley Franklin ColgroveLos Angeles, Cal.
 Ida Melvina CooperElk Point
 Fred Eugene DawesSpringfield
 Charlotte Josephine (Dempster) Walsh.....Owanka
 Francis Joseph FarleyBeresford
 Fred Ray HildrethDenver, Colo.
 Helen Hunt (Hill) ChladekTyndall
 Wilbur Arthur HitchcockLaramie, Wyo.
 Mary Ann (Hughes) SmithLawton, N. D.
 Era R. (Keeling) KirbySpringfield
 Sadie Helen LeeAvon
 Orpha Mildred (Pegley) RootTabor
 Irene Veronica (Quinn) EngelhardtWaubay
 Berenice Esther (Walker) WoodburnAberdeen
 Eva Josephine WilsonSioux Falls

1906

Debra Elizabeth (Biggins) QuinnZeeland, N. D.
 Joseph Heinrich BoeseLead
 Orilla Mae CannamCharles City, Iowa
 Gertrude Cora (Colburn) SwayneOak Park, Ill.
 Ella Mary (Foley) JandaRavinia
 Helen Margaret FrazeeSeattle, Wash.
 Ada Agnes GreeneTripp
 Mabel Irene HildrethDenver, Colo.
 Edna Ammala (Johnson) PetersonMink Creek, Iowa
 Lane Esther (Joslyn) ButtonNaples
 Robert Perry PegleySpringfield
 Cora (Spurrell) GuptillSpringfield
 Claribel Marie StanleyVivian
 Mary Edith (Stevens) StanleyLead
 Frank Edmund TupperRunning Water
 Mary Elizabeth (Wagner) MurrayLexington, Texas
 Charlotte Ruth WalkerPhilip
 Lorenzo Clisby WicksFremont, Neb.
 Margaret Jane (Williams) MorrisonSpringfield
 Alice Mabel (Wood) CogswellSeattle, Wash.

1907

Mona (Bossingham) Monfore	Springfield
Kate Eulalia Donnelly	Running Water
Josephine Jones	Springfield
Alta Belle (Melick) Trowbridge	Springfield
Margaret Martha Murphy	Tyndall
Helga L. (Sletvold) Hartman	Running Water
Harold Leroy Trowbridge	Springfield

1908

George Arthur Boschma	Perkins
John Henry Hofeldt	Riverside, Cal.
James Kirk, Jr.	Avon
Mary Kirk	Perkins
Susan Bereniece Leach	Seattle, Wash.
Fred Harold Monfore	Sioux Falls
Minnie Louise (Monfore) Campbell	Springfield
Frank Mead Snow	Springfield
Rachel Cynthia Stephens	Lead
Charles C. Thomas	Perkins
Richard Thomas	Perkins

1909

Advanced Course

Joseph Heinrich Boese	Lead
Francis Joseph Farley	Beresford

Five-Year Course

Leona (Hartman) Stephens	Perkins
Marie Matilda Holter	Platte
Maude Lucy Hoopes	Gayville
Oran J. House	Springfield
Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Ruby Lillian Mills	Spencer
Edna Dare Pierce	Monmouth, Ore.
Myra H. Renshaw	Des Moines, Wash.
Esther May (Shaver) Dawes	Delmont
Eva Merriman (Slasor) Tietge	Ravinia
Winifred Bell (Williams) Murphy	Columbus, Mont.

1910

Advanced Course

Leona (Hartman) Stephens	Perkins
John Henry Hofeldt	Riverside, Cal.

Five-Year Course

Benjamin Abraham Boese	Chicago, Ill.
Valesca Olga Dodte	Neillsville, Wis.
Harriet Lois (Kelsey) Halverson	Medicine Hat, Canada
Hazel Libbie (Kirk) Danks	Vermillion
Ruth Vieda Monfore	Viborg
Amy Alice Myron	Fairfax
Edith Belle Starks	Mitchell
Benjamin Heinrich Unruh	Vermillion
Nina Marie Wagner	Santee, Neb.
Alice Henrietta Wolff	Lennox

1911

Advanced Course

Ruby Lillian Mills	Spencer
Benjamin Heinrich Unruh	Vermillion

Five-Year Course

Belinda Mulvina (Campbell) Morrison	Columbus, Mont.
Gertrude Dykstra	Avon
Gilbert Garver Fites	Tyndall
Anna Frieda Gretschmann	Highmore
Leita McAdams (Hill) Kaufmann	Yale
Laura Lisle (Joslyn) Ludwigson	Minneapolis, Minn.
Harriet Lydia (Pegley) Jones	Springfield
Ida Spurrell	Springfield
Mabel E. Tupper	Platte
Myrtle Ruth (Young) House	Springfield

1912

Advanced Course

Cordelia Colburn	Morningside, Iowa
Anna Frieda Gretschmann	Highmore
Mary Wilson Guthrie	Yankton
Oran J. House	Springfield
Ruth Vieda Monfore	Viborg
Nest Valjean Pattee	Scotland
Lorenz Martin Petri	Sumatra, Mont.
Eva Merriman (Slasor) Tietge	Ravinia
Nina Marie Wagner	Santee, Neb.

Five-Year Course

Martha Benesh	Tyndall
Louise Amelia Holter	Platte

Louisa Elizabeth Kirk	Avon
Hazel Belle (Lawson) Slater	Bon Homme
Anna Pauline Stemmerman	Chamberlain
Ralph Mortiboy York	Barry, Minn.

Intermediate Course

Bessie May Barker	Gregory
Josephine Benesh	Tyndall
Paul Herod Brill	Running Water
Leona Lloyd Burr	Academy
Maude S. Burr	Academy
Anna Sutherland Guthrie	Williston, N. D.
Martha Esther Hoopes	Gayville
Blanche Jeffers	Irene
Eva Elizabeth McAllister	Parker
Anna Catherine Ryan	Tyndall
Lillian Marie Sturtevant	Worcester, Mass.

Elementary Course

Eldah Gladys Lumm	Spokane, Wash.
Clara Amada (Stockholm) Ericson	Lesterville
Ada Lavina Watwood	Kingsburg
Lottie Lavina Young	Midland, Mont.
Beulah Frances Younglove	Stamford

1913

Advanced Course

Aurelia Ruth (Morrison) Wollmann	Freeman
Harriet Lydia (Pegley) Jones	Springfield
Myra H. Renshaw	Des Moines, Wash.
Floy Homan (Trowbridge) Haar	Freeman
Elizabeth Ann Williams	Tripp
Jay Allen York	Barry, Minn.
Ralph Mortiboy York	Barry, Minn.

Five-Year Course

Hazel Rebecca (Richmond) Dawes	Kingsburg
Mary Joy Rose	Kimball
Agnes Mabel Shaver	Springfield
Myrtle May Taff	Dell Rapids

Intermediate Course

Ida Bakker	Avon
Ella Anna Benesh	Tyndall
Martha Georgine Burwitz	Gayville
Frances Margaret Hughes	Tyndall

Betsy Christina Johnson	Avon
Mary Elizabeth (Lewis) Hull	Cambridge Springs, Pa.
Mary Alma Millar	Wagner
Eva Rachel (Newell) Holleman	Springfield
Florence Iva Newell	Alcester
Mabel Cress Pinney	Plankinton

Elementary Course

Minnie Lillian Bartekoske	Tyndall
Myrtle (Benedict) Schneider	Tyndall
Evelyn Boden	Tyndall
Beulah Constance Chamberlain	Yankton
Josephine Ella Drha	Kingsburg
Margaret Catherine Hentges	Parker
Mabel Catherine McFarland	Wagner
Edna Maye Miller	Platte
Lulu Margaret Thomas	Harding
Grayce Irene Van Derhule	Irene

1914

Advanced Course

Lola Ellen (Alexander) Henatsch	Bloomfield, Neb.
Fred Biittler	Tabor
Esther May Dawes	Delmont
Eva Rachel (Newell) Holleman ..	Springfield
Magnus Peterson Schultz	Madison, Wis.
Ida Spurrell	Springfield

Intermediate Course

Celia Anderson	Parker
Agnes Maud Cannam	Armour
Addie Maude (Carpenter) Oldaker	Wagner
Genevieve Vera Coate	Greenwood
Mary Edna DeBeer	Harrison
Gertrude Eva Dierenfield ..	Monroe
Ida Grace Gunderson	Menno
Dollie May Hill	Marion
Amanda Josephine Holter	Platte
Ruth Elizabeth Johnson	Wagner
Gladys Evelyn Kibble	Wagner
Mary Agnes Lagan	Yankton
Beatrice Marie (Noble) Pigsley	Springfield
Edith Lillian Slasor	Springfield
Ruby Sophia Tomlinson	Scotland

Elementary Course

Margaret Barbara Chladek	Verdigree, Neb.
Nina Fern Gilmore	Marcus
Edna Marguerite (Henry) Walpole	Wakonda
Theresa Elizabeth Hewer	Utica
Andrew Adolph Hofer	Freeman
Alice Margaret Horacek	Tabor
Minnie Ovidia Loken	Wagner
Jacob Hofer Mendel	Freeman
Bernadette Genevieve Walsh	Yankton
Ruth Clarissa Walsh	Mission Hill
Laura Alma Watwood	Kingsburg
Joseph Hofer Wurz	Freeman

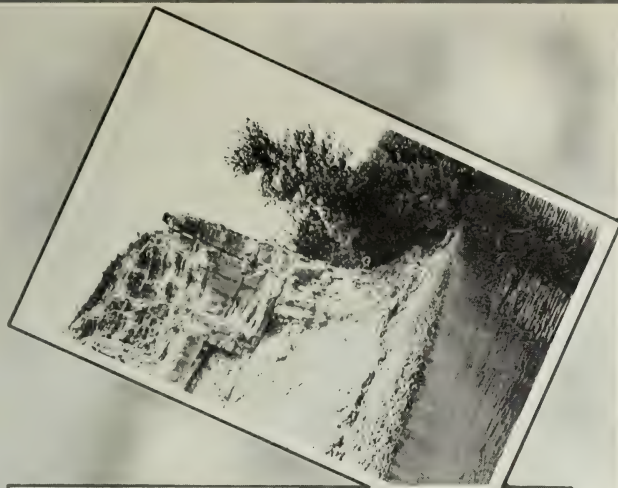
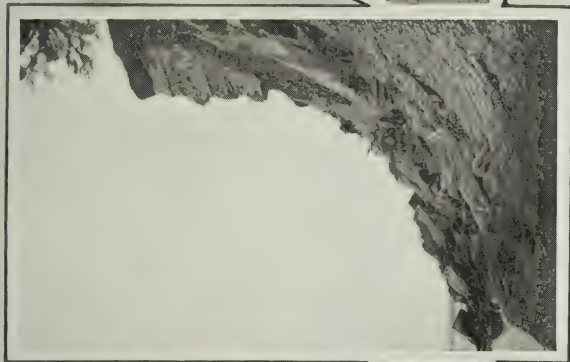
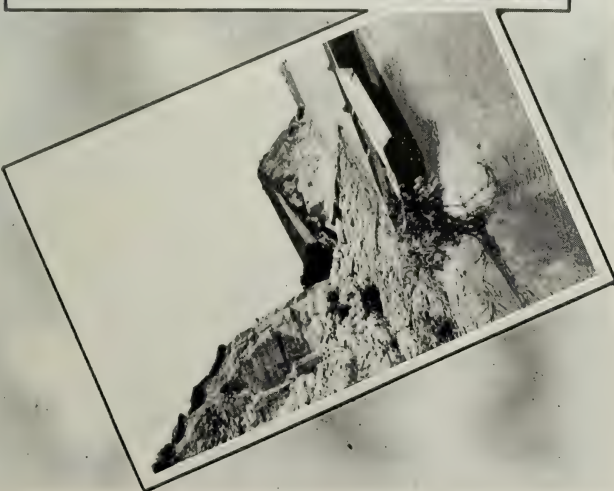
1915

Advanced Course

Celia Anderson	Geddes
Maude Edith (Crowell) Fites	Tyndall
George Arthur Glassing	Fairfax
Edwin Niles Hitchcock	Laramie, Wyo.
Nancy Emily Jones	Dike, Iowa
Addie Lucile Mills	Fairfax
Clifford Riley Slasor	Volin
Grace Catherine Tupper	Springfield

Intermediate Course

Hazel Angela Anderson	Platte
Florence Cecelia Crosley	Tyndall
Jessie Eringa	Avon
Marguerite Jane Gunn	Scotland
Marie Emily Gunn	Scotland
Margaret Catherine Hentges	Marion
Kathryn Margaret Kreycik	Avon
Caroline Belle Kubal	Delmont
Arthur Leslie Lawson	Santee, Neb.
Melvie Cecelia Matson	Vermillion
Violet Margaret Schneider	Scotland
Elsie May Slasor	Elk Point
Emma Irene Taff	Springfield
Louise Helen Trutnovsky	Scotland
Carl Hunter (Wallace) Johnson	Elroy, Wis.
Ada Lavina Watwood	Kingsburg
Myra Roxy Wenzlaff	Springfield



GREAT STONE FACE AND CHALK CLIFFS NEAR SPRINGFIELD



VIEW AT SPRINGFIELD

Elementary Course

Emilie Katherine Anderson	Hurley
Emily Avis Anderson	Viborg
Roselia Frances Borszich	Lesterville
Jennie De Haan	Harrison
Anna Marion Drha	Olivet
Jacob Wipf Gross	Hitchcock
Daisy Dagmar Hanson	Hurley
Grace Huisman	Scotland
Ruth Olive Mahaffa	Millboro
Florence Henrietta (Myron) Slasor	Volin
Beulah Viola Nelson	Volin
Rose Wilma Rist	Viborg
Bessie Stella Sanford	Beresford
Ruth Augustina Schaefer	Scotland
Jessie Imogene Young	Alexandria

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America (Monfore) Humphrey, '03.
Valucia Violant (Curtis) Langsworthy, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt (Hill) Chladek, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois (Kelsey) Halverson, '08.
Floy Homan, (Throwbridge) Haar, '09.
Alma Elizabeth (Brown) Blanchard, '12.
Nest Valjean Pattee, '12.
Hazel Eugenia (Gilmore) Burkhart, '13.
Clare Thresa Holleman, '14.
Myra Roxy Wenzlaff, '14.
Carrie Blanche Hitchcock, '15.
Addie Lucile Mills, '15.

STUDENTS IN ATTENDANCE DURING THE YEAR 1915-1916

Senior Class (Sixth Year)

Ida Arendtje Bakker	Avon
Lassara Ruth Hartman	Springfield
Samuel Hitchcock	Springfield

Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Frank Waterman Kelsey	Springfield
Cecile Delle Medley	King City, Mo.
Elma Clarissa Melick	Springfield, R. F. D.
Leoti Muriel Patrick	Wheeler
James Milo Pattee	Springfield
Johannes J. A. Ploos van Amstel	Ulrum, Netherlands
Eugene Curie Schneider	Scotland
Francess May Swihart	Elwood, Ind.

Junior Class (Fifth Year)

Florence Cecelia Crosley	Santee, Nebr.
Blanche Almeda DeMelt	Springfield
Jessie Eringa	Running Water
Carl Hartman	Springfield
Carrie Blanche Hitchcock	Springfield
Clara Millicent Kadlec	Scotland
Arthur Lynn Kibble	Springfield
Rose Elizabeth Kreycik	Tyndall
Arthur Leslie Lawson	Santee, Nebr.
Cecelia Marie Lucas	Springfield
Doris Margaret Marks	Tyndall
Amelia Reichert	Tyndall
Ethel Pearl Snowden	Springfield
Janet Mabel Snowden	Springfield
Emma Susie Stemmerman	Stony Point, N. Y.
Emma Irene Taff	Springfield
Clarence Talsma	Perkins
Thomas Jackson Utterback	Belvidere
Clara Mate Wallace	Springfield
Lester John Ward	Canistota
Myra Roxy Wenzlaff	Springfield

Fourth Year

Edward John Benesh	Tyndall
Eva Elizabeth Crow	Springfield, R. F. D.
Ruth Olga Gretschmann	Springfield, R. F. D.
Catherine Lavina McCollum	Springfield, R. F. D.
Cecelia Mae Michel	Springfield
Hartzell Clayton Mills	Springfield
Walter James O'Donnell	Springfield, R. F. D.
Elizabeth Harriet Provost	Springfield
Anna Elizabeth Qualm	Platte
Floyd Omer Rains	Springfield, R. F. D.
Velma Estella Slasor	Springfield, R. F. D.
Grace Gray Thomas	Perkins

Julia Newell Treat	Springfield
Shelby Alphonso Turner	Springfield
Wilbur Gustav Wenzlaff	Springfield

Third Year

Rena Bakker	Avon
Minnie Beatrice Bowles	Wewela
Sunbeam Burton	Santee, Nebr.
Della Arvilla Coate	Springfield
Matthew de Grauw	Leyden, Netherlands
Bertha Harriet Dykstra	Springfield, R. F. D.
Mary Elizabeth Furrow	Parkston
Esther Karolina Gretschmann	Springfield, R. F. D.
Lenora Rosette Groeneveld	Tea
Helen Gertrude Harty	Dante
Margaret Ethel Harty	Dante
Samuel James Henderson	Springfield
William Conrad Hennies	Springfield, R. F. D.
Grace Louise Lucas	Springfield
Amy Vivian Marks	Tyndall
Mildred Lillian Michel	Springfield
Hazel Gladys Mills	Springfield
Howland Swift Monfore	Springfield
Deda Nieuwenhuis	Corsica
Lula Evelyn Paulson	Platte
Hazel Frances Seaman	Geddes
Frances W. Slasor	Springfield
Machiël Sundermeyer	Leyden, Netherlands
Anna Genevieve Sykora	Wagner
Elizabeth Johanna Vanden Berge	Corsica
Minnie Louise Vogt	Bridgewater
Theodore John Wrage	Centerville

Second Year

Bernice Ethel Aney	Springfield, R. F. D.
Lewis Charles Benesh	Tyndall
David Ward Brown	Springfield
Blanche Eleanor Buck	Springfield, R. F. D.
J. Verdon Dougherty	Avon
Raymond Elbert Dougherty	Okaton
Viola Mae Dowd	Geddes
Pierre James Fisher	Tyndall
Gladys Luella Flyger	Viborg
Clarence Edwin Glassing	Centerville
Roy Duane Glassing	Centerville
Grace Lillian Hartman	Springfield
George Charles Henderson	Springfield

Launah Alice House	Springfield
Mary Eulalia House	Springfield
James John Hubregtse	Springfield, R. F. D.
Swannie Albina Huisman	Scotland
Anette Magdeline Johnson	Springfield, R. F. D.
Esther Marie Johnson	Springfield, R. F. D.
Elsie Josephine Kaftan	Tyndall
Ethel Ruth Kibble	Springfield
Viola Loken	Wagner
Ella Mae Maxwell	Burbank
Ellen Lucile Maxwell	Running Water
Margaret Antonia Metzner	Olivet
Marguerite Henrietta Miller	Tabor
Andrea Matilda Nelson	Tabor
Louise Christine Nelson	Tabor
John Howard Noble	Springfield
Ellen Theresa O'Brien	Armour
Machiel Adrian Ploos van Amstel	Ulrum, Netherlands
Ruth Inez Root	Carter
Ane Petrea Schultz	Borsmose, Denmark
Frederick Abraham Schultz	Avon
Floyd Slasor	Springfield, R. F. D.
Otto William Slasor	Springfield, R. F. D.
James Rudolph Sorenson	Perkins
Margie Treat	Springfield
Beatrice Lucile Udlinek	Tyndall
Frank Harold Wagner	Springfield, R. F. D.
Mary Alberta Young	Springfield
Elsie Lillian Zelenka	Running Water

First Year

Dorothea Ellen Anderson	Kirley
Gladys Daphne Bird	Springfield, R. F. D.
Lloyd Phillip Bird	Springfield, R. F. D.
Bernice Mary Brown	Springfield
Kathryne Frances Clemens	Lake Andes
Beatrice Elizabeth Dinneen	Mission Hill
Louise Olive Viola Eberle	Olivet
Agnes Estella Flyger	Viborg
Leta Mae Ford	Sweeney
Henry S. Friesen	Hillsboro, Kansas
Bertha Fryda	Springfield
Agnes S. Geraldson	Utica
Helen Lucile Glasner	Springfield
Sidney Earl Guptill	Springfield, R. F. D.
William Webster Hill	Springfield
Urban William Holleman	Springfield, R. F. D.

Grace Hornstra	Springfield, R. F. D.
Anna Christina Johnson	Corsica
Esther Olivia Johnson	Corsica
Mary Jane Kaftan	Tyndall
Richard Kibble	Springfield
Julia Louise Kreber	Springfield, R. F. D.
Theodore Kruglick	Chicago, Ill.
Christine Grace Kubal	Geddes
Anna Kuchta	Lesterville
Grace Emmaline Lee	Springfield
Bernice Vida Locke	Springfield, R. F. D.
Ella Alice Lubbers	Tyndall
Mary Lauretta Lynch	Burbank
Julia M. McKenzie	Dallas
Clarice Jennie Monfore	Springfield
Amanda Charlotte Nelson	Delmont
Edith Marie Nelson	Yankton
Myrtle Elva Nelson	Dante
Ida Nieuwenhuis	Corsica
Edythe Leonora Olson	Fairfax
Sylvia Eudora Richter	Freeman
Winifred Robbennolt	Delmont
Rose Claire Sima	Wagner
William Slattery	Springfield
George Wilbur Taff	Springfield
Jane Truran Thomas	Perkins
William C. Thomas, Jr.	Perkins
John Allen Turner	Springfield
Minnie Inez Van Campen	Springfield, R. F. D.
Frances Caroline Van Haitsma	Springfield
Harriett Bertha Walpole	Springfield

Special Commercial Students

Sunbeam Burton	Santee, Nebr.
Nellie Mae Crockett	Sioux City, Ia.
Della Coate	Springfield
Anton Emanuel Geraldson	Utica
Roy Glassing	Centerville
Cecelia Mae Michel	Springfield
Nanna Reed	Sioux Falls
Otto Slasor	Springfield, R. F. D.
Machiel Sundermeyer	Leyden, Netherlands
Emma Taff	Springfield

Special Public Speaking Students

Leoti Patrick	Wheeler
Frederick A. Schultz	Avon
Tobias A. Schultz	Avon

Special Gymnastic Students

Nina Bailey	Springfield
Vira M. Crawford	Springfield
Jennie Dykstra	Springfield
Almeda Echelberger	Springfield
Mary Echelberger	Springfield
Minnie Elskamp	Springfield
Mabel Flavin	Springfield
Leona Henderson	Springfield
Grace Tupper	Springfield
Hebe Turner	Springfield

Special Domestic Science and Art Students

Myrtle M. Cory	Negaunee, Mich.
Belle Duguid	Springfield
Gertrude E. Funk	Springfield
Florence P. Goodenough	Springfield
Mina E. Hubbell	Lincoln, Nebr.
Lilah R. Kincaid	Lincoln, Nebr.
Marian Mentzer	Convoy, Ohio
Pearl Stein	Springfield
Pearl Warner	Springfield

Special Music Students**Piano**

Bernice Ethel Aney	Springfield
Emma Boese	Springfield, R. F. D.
Minnie Bowles	Wewela
Blanche Buck	Springfield, R. F. D.
Sunbeam Burton	Santee, Nebr.
Florence Crosley	Santee, Nebr.
Florence Daniels	Springfield
Blanche DeMelt	Springfield
Elizabeth L. Dryden	Springfield
Elleanor Duguid	Springfield
Robert Duguid	Springfield
Agnes Flyger	Viborg
Gladys Flyger	Viborg
Bertha Fryda	Springfield
Mary Furrow	Parkston
Agnes S. Geraldson	Utica
Esther Gretschmann	Springfield, R. F. D.
Ruth Gretschmann	Springfield, R. F. D.
Grace Hartman	Springfield
Grace Hornstra	Springfield, R. F. D.
James Hubregtse	Springfield, R. F. D.

Swannie Albina Huisman	Scotland
Esther Bard Jaquays	Springfield
Esther Olivia Johnson	Corsica
Elsie Josephine Kaftan	Tyndall
Mary Jane Kaftan	Tyndall
Richard Kibble	Springfield
Julia Kreber	Springfield, R. F. D.
Anna Kuchta	Lesterville
Grace Louise Lucas	Springfield
Ellen Lucile Maxwell	Springfield, R. F. D.
Margaret Antonia Metzner	Tripp
Cecelia Mae Michel	Springfield
Mildred Michel	Springfield
Marguerite Henrietta Miller	Tabor
Hazel Gladys Mills	Springfield
Clarice Monfore	Springfield
Edith Marie Nelson	Yankton
Edythe Olson	Fairfax
Ellen O'Brien	Armour
Elizabeth Harriet Provost	Springfield
Floyd Omer Rains	Springfield, R. F. D.
Sylvia Eudora Richter	Freeman
Maria Schmidt	Avon
Violet Schneller	Springfield
Rose Claire Sima	Wagner
Velma Slasor	Springfield, R. F. D.
Anna Sykora	Wagner
William Thomas	Perkins
Beatrice Lucile Udlinek	Tyndall
Minnie Vogt	Bridgewater
Clara Mate Wallace	Springfield
Harriet Walpole	Springfield
Bessie Wandscheer	Springfield, R. F. D.
Gilmore Warner	Springfield
Mary Warner	Springfield
Eduard Lang Wenzlaff	Springfield
Myra Roxy Wenzlaff	Springfield
Wilbur Gustav Wenzlaff	Springfield

Voice

Ida Arendtje Bakker	Avon
Peter Martin Boese	Springfield
Alta V. Brown	Perkins
Esther C. Gretschmann	Springfield, R. F. D.
Clare Holleman	Springfield, R. F. D.
Richard Kibble	Springfield
Rose E. Kreycik	Tyndall

Cecelia Marie Lucas	Springfield
Edythe Olson	Fairfax
Frederick A. Schultz	Avon
Tobias A. Schultz	Avon
Beatrice Lucile Udlinek	Tyndall
Myra Roxy Wenzlaff	Springfield

Violin and Cello

Blanche Daniels	Springfield
Marion Duguid	Springfield
Carl Hartman	Springfield
Margaret Roberta Jaquays	Springfield
Winona Riggs	Santee, Nebr.
Frederick A. Schultz	Avon
Elmer Spurrell	Springfield, R. F. D.
Wilbur Wenzlaff	Springfield

SUMMER SCHOOL STUDENTS

Celia Anderson	Parker
Ida Arendtje Bakker	Avon
Roselia Frances Borszich	Lesterville
Vivian Liela Brown	Scotland
Mary Cecelia Carlson	Vermillion
Anna Stacia Chladek	Verdigre, Nebr.
Margaret Barbara Chladek	Verdigre, Nebr.
Kathryne Frances Clemens	Lake Andes
Genevieve Vera Coate	Springfield
Florence Cecelia Crosley	Santee, Nebr.
Maude E. Crowell	E. Jordan, Mich.
Jennie DeHaan	Harrison
Raymond Elbert Dougherty	Okaton
Jacob Wipf Gross	Hitchcock
Myrtle Agnes Halland	Colome
Carl Hartman	Springfield
Grace Lillian Hartman	Springfield
Lassara Ruth Hartman	Springfield
George Charles Henderson	Springfield
Martha Elizabeth Henry	Yankton
Margaret Catherine Hentges	Parker
Anna Stella Hinek	Tyndall
Nancy Emily Jones	Springfield, R. F. D.
Ida Augusta Krauss	Colome
Julia Louise Kreber	Springfield, R. F. D.
Caroline Belle Kubal	Geddes
Hazel Katherine Lancaster	Dallas

Reuben Larson	Viborg
Rose Elvira Lindgren	Wahoo, Nebr.
Marian Gladys Marks	Tyndall
Mary Zelma Martin	Wewela
Melvie Cecelia Matson	Vermillion
Elma Clarissa Melick	Springfield, R. F. D.
Cecelia Mae Michel	Springfield
Florence Henrietta Myron	Volin
Bess Agnes Nedved	Tyndall
Myrtle Elva Nelson	Dante
Deda Nieuwenhuis	Corsica
Edythe Leonora Olson	Fairfax
Mary Marguerite Owens	Bonesteel
J. J. A. Ploos van Amstel	Ulrum, Holland
Albina Laura Pekash	Tripp
Marguerite Amelia Racely	Center, Nebr.
Ruth Augustina Schaefer	Scotland
Ane Petrea Schultz	Borsmose, Denmark
Myra E. Simons	Kadoka
Clifford Riley Slasor	Springfield, R. F. D.
Elsie May Slasor	Springfield, R. F. D.
Marie Hermainia Sneider	Scotland
Elsie Viola Stigney	Colome
Sylvia Lucile Strait	Bonesteel
Francess May Swihart	Elwood, Ind.
Emma Irene Taff	Springfield
Julia Newell Treat	Springfield
Minnie Louise Vogt	Bridgewater
Josephine Evangeline Vyborny	Tabor
Joseph Michael Waldner	Tabor
Ada Lavina Watwood	Kingsburg
Laura Alma Watwood	Kingsburg
Myra Roxy Wenzlaff	Springfield
Wilbur Gustav Wenzlaff	Springfield

SUMMARY OF ATTENDANCE

Senior (sixth year) students	13
Junior (fifth year) students	21
Fourth year students	15
Third year students	27
Second year students	42
First year students	47
Special commercial students	10
Special public speaking students	3
Special gymnastic students	10
Special domestic science and art students	9
Special piano students	59
Special vocal students	13
Special violin and cello students	8
Summer normal school students	61

Total	338
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Counted more than once	93
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Net total	245
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1916-17

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JUNE, 1917

No. 1

State Normal School

QUARTERLY

Springfield, South Dakota

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OF THE
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with

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Science Hall



Campus View Summit Hall

State Normal School

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Springfield, South Dakota

Containing the

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For the Year 1916-1917

AND

Announcements for 1917-1918

Hipple Printing Company, Pierre, S. D.

REGENTS OF EDUCATION

AUGUST FRIEBERG, Beresford. . . . Term expires Jan. 1, 1919
FRANK ANDERSON, Webster. . . . Term expires Jan. 1, 1919
J. W. CAMPBELL, Huron. Term expires Jan. 1, 1921
T. W. DWIGHT, Sioux Falls. Term expires Jan. 1, 1921
T. D. POTWIN, Lemmon. Term expires Jan. 1, 1923

OFFICERS OF THE BOARD

T. W. DWIGHT, President. Sioux Falls
AUGUST FRIEBERG, Vice-President. Beresford
I. D. ALDRICH, Secretary. Big Stone City
G. H. HELGERSON, State Treasurer.
.....Treasurer Ex-Officio, Pierre

STANDING COMMITTEE

AUGUST FRIEBERG T. W. DWIGHT

H. H. GOODENOUGH,
Secretary of the State Normal School at Springfield

CALENDAR

1917-'18

Summer Quarter, 1917 (12 weeks)

First Term (6 weeks)

June 27, Wednesday—Beginning of first term of Summer School.

July 31, Tuesday—Close of first term.

Second Term (6 weeks)

August 1, Wednesday—Beginning of second term of Summer Quarter.

September 4, Tuesday—Close of Summer Quarter.

Fall Quarter, 1917 (12 weeks)

September 26, Wednesday—Beginning of Fall Quarter.

November 29, Thursday—Thanksgiving Day.

December 19, Wednesday—Close of Fall Quarter.

Winter Quarter, 1918 (12 weeks)

January 2, Wednesday—Beginning of Winter Quarter.

March 26, Tuesday—Close of Winter Quarter.

Spring Quarter, 1918 (12 weeks)

April 3, Wednesday—Beginning of Spring Quarter.

June 23, Sunday—Annual Sermon.

June 25, Tuesday—Twenty-first Annual Commencement.

Close of Spring Quarter.

Summer Quarter, 1918 (12 weeks)

First Term (6 weeks)

July 1, Monday—Beginning of first term of Summer Quarter.

August 3, Saturday—Close of first term.

Second Term (6 weeks)

August 5, Monday—Beginning of second term.

September 7, Saturday—Close of Summer Quarter.

FACULTY

1916-'17

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid*; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany.

Psychology and Education

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.; student Northern Illinois State Normal School.

Primary Critic

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin College; A. M., *ibid*.

History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director
A. B., Oberlin College.

Mathematics

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid*; graduate student University of Wisconsin.

English

ARTHUR B. CARR, A. M.
A. B., Albion College; A. M., University of Michigan.

Physics and Chemistry

HARRY SHERMAN STEIN, A. B., Di. M.
A. B., State University of Iowa; Di. M., Iowa State Teachers' College.

Pedagogy and Review Branches

GRACE BERENICE COOPER, A. M.
A. B., Beloit College; A. M., University of Wisconsin.

Public Speaking and Assistant in English

LOUISE NABER

Student James Millikin University, Chicago Art Institute, and Winona College.

Drawing, and Domestic Science and Art
(Fall Term)

NINA B. HUYCK, B. S.

B. S., State College.

Drawing, and Domestic Science and Art
(Winter and Spring Terms)

HERMANN J. KAUFMANN, A. B.

Graduate Real-Gymnasium, Leer, and Teachers' Seminary, Aurich; Hospitant University of Goettingen, Germany; A. B., Iowa State Teachers' College; graduate student University of S. Dak.

Modern Languages

LILAH R. KINCAID, B. Mus.

B. Mus., University School of Music, Lincoln, Neb.; graduate student, *ibid.*

Violin and Piano

MARIAN MENTZER, B. Mus.

B. Mus. Western Conservatory of Music, Chicago; graduate Conservatory of Music, Winona Lake, Ind.; student Chicago Piano College, under C. E. Watt.

Piano and Voice

MYRTLE M. CORY

Graduate Ferris Institute, Big Rapids, Mich., and Northern State Normal School, Marquette, Mich.

Penmanship and Shorthand

LLOYD FRANKLIN METZLER, A. B., M. S.

A. B., Kansas State Normal School; M. S., Kansas State Agricultural College.

Biology and Agriculture

OLIVE M. EDDY, A. B.

A. B., Beloit College; graduate student Beloit College and University of Chicago.

Latin

PHOEBE A. PARKYN, B. Accts., Registrar

B. Accts., Hillsdale College.

Bookkeeping

LILLIE HOLTH

Graduate Teachers' Course, Chicago Musical College;
pupil of Esther Gustafson.

Piano

(Spring Term)

ORAN J. HOUSE

Graduate State Normal School, Springfield; student University of Chicago.

Manual Training**HELEN C. PATTEE**

Student Northern Indiana Normal University.

Second Primary Critic**MARY ELIZABETH WOOD****Assistant Grammar Critic****S. MARGARET PROVOST**

Student University of Southern California, and Iowa State Teachers' College.

Grammar Critic**IDA SPURRELL**

Graduate State Normal School, Springfield; student Northern Illinois State Normal School.

Intermediate Critic

MRS. A. F. KELSEY, Matron
EARL DRYDEN, Engineer and Janitor

SPECIAL SUMMER SCHOOL INSTRUCTORS**W. D. HANSEN, B. Di.**

B. Di., Highland Park College; graduate student University of S. Dak.

Civics and Physiology**HARRIET C. RIGGS**

Graduate New England Conservatory of Music.

Voice, Piano, and Public School Music**S. B. NISSEN, A. B.**

A. B., University of Minnesota; graduate student, *ibid.*

Rural Sociology and Education**ETHEL R. MOAD****Organization and Management of the Rural School****E. C. WOLCOTT****Lecturer on Ethics**

INFORMATION TO PROSPECTIVE STUDENTS

This catalog is published to give information about the School, especially to those who are planning to enroll as students. To facilitate getting at the facts usually asked for, an index has been put at the close of this publication, and besides the following directions may prove valuable:

Admission to the School—Requirements for admission, page 11.

Expenses—Tuition, page 11; Board, page 11; Room Rent, page 11.

Dormitory for Young Women—Page 9.

Normal Courses—Page 13. Elementary course of two years for eighth grade graduates, page 14. Same course of one year for those having completed two years of high school, page 14. Intermediate course of two years for those having completed two years of high school, pages 14-15. Same course of one year for high school graduates, page 17. Advanced course of two years for high school graduates, page. 17.

Music—Class instruction, pages 41, 47. Private lessons in piano, voice, and violin, pages 48-50. Fees for private music instruction, page 50.

Business Courses—Pages 45-46.

Gymnasium—Page 9.

School Terms—See Calendar, page 3.

The Teachers—See Faculty, pages 4-6.

Further information may be obtained by writing to the President of the School.

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the State Legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000 for a science hall and central heating plant, which were constructed in 1912-13.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and auditorium.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished thruout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedsteads, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of forty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and ornamental trees are thriving on the campus. Baseball, football and basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School..

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings and motor power for the laundry, kitchen, etc. A Blau-gas plant is connected with all the laboratories.

EXPENSES

Tuition—Each student is required to pay \$4 tuition per quarter. Tuition for the summer quarter is \$5 for each term of six weeks. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, and orchestra. For tuition for special music lessons, look under Music. A fee of \$3 per term is charged for weekly half-hour special lessons in public speaking. A small additional fee is charged those working in laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term. An additional tardy enrollment fee of twenty-five cents per day is charged of all that enroll subsequent to the regular day announced for that purpose, but the tardy enrollment fee will in no case exceed one dollar and fifty cents.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. The following are the rents:

All corner rooms, 60 cents, except the northwest corner rooms, which are 50 cents; south rooms, 50 cents; east rooms, 40 and 50 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages \$2.95 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition for 36 weeks.....	\$ 12.00
Room rent at 40 cents.....	14.40
Board at Dining Club.....	106.20
Text-Books	15.00

Total.....\$147.60

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes

without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the fourth year of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's and a Young Men's Christian Association, an athletic association, two literary societies, a debating club, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life diploma.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano, violin, and vocal music, and public speaking. (See Business and Music Courses.)

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the first year all the subjects listed are required. In the other years some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Student selecting German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

Leading to a Second Grade Teacher's Certificate

FIRST YEAR

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing	3	Reading	5	Literature	5
Orthography	2				
Arithmetic	5	Arithmeti	5	Arithmetic or Book-keeping	5
English Grammar ..	5	English Grammar ..	5	English Grammar ..	5
Physiology	5	Geography	5	U. S. History	5

SECOND YEAR

Natural Science I (General)	5	Natural Science II (Geology)	5	Natural Science III (Physiography) ..	5
Drawing I	5	Vocal Music I	3	Vocal Music II	3
		El. Ethics I	2	El. Ethics II	2
		Didactics and Practise Teaching ..	4	Didactics and Practise Teaching ..	4
Civil Government ..	5	S. D. Hist. and Current Events	1	S. D. Hist. and Current Events	1
Elective	5	Elective	5	Elective	5

INTERMEDIATE NORMAL COURSE

Leading to a First Grade Teacher's Certificate

FIRST YEAR

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Algebra I	5	Algebra II	5	Algebra III	5
English I	5	English II	5	English III	5
Natural Science I (General)	5	Natural Science II (Geology)	5	Natural Science III (Physiography) ..	5
Penmanship	3	Drawing I	5	Drawing II	5
Orthography	2				

SECOND YEAR

Plane Geometry I ..	5	Plane Geometry II..	5	Plane Geometry III	5
English IV	5	English V	5	English VI	5
General or Ancient		General or Ancient		General or Ancient	
History I	5	History II	5	History III	5
Elective	5	Elective	5	Elective	5

THIRD YEAR

English VII	5	English VIII	5	English IX	5
American History I	5	Am. History II	5	Civics I	5
		El. Ethics I	2	El. Ethics II	2
Physiology	5	Vocal Music I	3	Vocal Music II	3
Elective	5	Elective	5	Elective	5

FOURTH YEAR

Methods of Teaching	5	Rural Problems	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		S. D. Hist. and Current Events	1	S. D. Hist. and Current Events	1
Psychology I	5	Practise Teaching ..	4	Practise Teaching ..	4
Elective	5	Elective	5	Elective	5

ADVANCED NORMAL COURSE

Leading to a State Teacher's Certificate and Life Diploma

(Presupposes the studies of first three years of Intermediate Course.)

FOURTH YEAR

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
English X	5	English XI	5	English XII	5
*Physics I	5	*Physics II	5	*Physics III	5
Electives	10	Electives	10	Electives	10

*Physics is required for Life Diploma.

JUNIOR YEAR

Psychology I (General)	5	Psychology II (Experimental)....	5	Psychology III (Genetic)	5
Methods of Teaching	5	Rural Problems	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews	Teachers' Reviews	Teachers' Reviews
Arithmetic 5	Grammar 5	Reading 2
		Geography 3
Practise Teaching ..15	Principles of Edu- cation 4	History of Educa- tion 4
	S. D. Hist. & Cur- rent Events 1	S. D. Hist. & Cur- rent Events 1
	Electives10	Electives10

INTERMEDIATE COURSE FOR GRADUATES OF THE
ELEMENTARY NORMAL COURSE

FIRST YEAR

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
English IV	5	English V	5	English VI	5
Algebra I	5	Algebra II	5	Algebra III	5
Gen. History I	5	Gen. History II	5	Gen. History III	5
Elective	5	Elective	5	Elective	5

SECOND YEAR

English VII	5	English VIII	5	English IX	5
Plane Geometry I ..	5	Plane Geometry II..	5	Plane Geometry III	5
Psychology I	5	Rural Problems	5	Sociology	5
Practise Teaching ..	5	American History II	5	Drawing II	5

ADVANCED COURSE FOR GRADUATES OF THE INTER-
MEDIATE NORMAL COURSE

JUNIOR YEAR

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
English X	5	English XI	5	English XII	5
*Physics I	5	Physics II	5	Physics III	5
Elective	5	Psychology II (Experimental)....	5	Psychology III (Genetic)	5
Elective	5	Elective	5	Elective	5

*Physics is required for Life Diploma.

SENIOR YEAR

Practise Teaching ..	7	Principles of Edu- cation 4	History of Edu- cation 4
Electives	13	Electives16	Electives16

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Leading to a First Grade Teacher's Certificate (One Year)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Methods of Teaching	5	Rural Problems	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		S. D. Hist. and		S. D. Hist. and	
		Current Events ..	1	Current Events ..	1
Psychology I	5	Practise Teaching ..	4	Practise Teaching ..	4
Elective	5	Elective	5	Elective	5

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES

Leading to a State Teacher's Certificate and Life Diploma

JUNIOR YEAR

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Psychology I		Psychology II		Psychology III	
(General)	5	(Experimental) ..	5	(Genetic)	5
Methods of Teaching	5	Rural Problems	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practise Teaching ..	15	Principles of Education	4	History of Education	4
		S. D. Hist. & Current Events	1	S. D. Hist. & Current Events	1
		Electives	10	Electives	10

ELECTIVES

All required subjects in the various courses are electives in courses in which they are not listed.

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Latin I	5	Latin II	5	Latin III	5
German I	5	German II	5	German III	5
Public Speaking I ..	5	Public Speaking II..	5	Public Speaking III 5	
Agriculture I		Agriculture II (Animal Husbandry) ..	5	Agriculture III (Horticulture and Gardening)	5
Domestic Science I..	4	Domestic Science II	4	Domestic Science III	4
Household Chemistry I	1	Household Chemistry II	1	Household Chemistry III	1
Gymnastics	2	Gymnastics	2	Gymnastics	2
Special Inst. Music..	1	Special Inst. Music..	1	Special Inst. Music	1
Latin IV	5	Latin V	5	Latin VI	5
German IV	5	German V	5	German VI	5
Medieval History ..	5	Modern History I....	5	Modern History II..	5
Algebra IV	5	Algebra V	5	Solid Geometry	5
Biology I (Botany) 5		Biology II (Zoology)	5	Biology III (Physiology)	5
Latin VII	5	Latin VIII	5	Latin IX	5
German VII	5	German VIII	5	German IX	5
Drawing III	5	Drawing IV	5	Drawing V	5
Manual Training I..	5	Man. Training II ...	5	Man. Training III..	5
Industrial Art I ...	5	Industrial Arts II ..	5	Industrial Art III..	5
Latin X	5	Latin XI	5	Latin XII	5
German X	5	German XI	5	German XII	5
English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II	5	Chemistry III	5
History of Art & Picture Study I ..	2	History of Art & Picture Study II..	2	History of Art & Picture Study III	2
		Trigonometry I	5	Trigonometry II	5
*Sociology or Economics I	5	*Sociology or Economics II	5	*Sociology or Economics III	5
Mathematics	5	Mathematics	5	Mathematics	5
Adv. Physics	5	Adv. Physics	5	Adv. Physics	5
Adv. Civics	5	Astronomy	5		
Domestic Art I	5	Domestic Art II ...	5	Domestic Art III ..	5

*Required for Life Diploma.

OUTLINE OF SUBJECTS

I. Academic Studies

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thoughts, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III—Each of the three terms contains some study of rhetoric and composition besides some study of classics. The rhetoric work deals with narration and description—stress being placed on the paragraph development. The composition work accompanies this study of narration and description and correlates with it.

The work done in the classics is of three kinds:

In the first term the novel is studied briefly with Scott's *Ivanhoe* as a basis. In the second term the short story is studied with Irving's *Sketch Book* as a basis. The *Sketch Book* is also a basis for the study of paragraph development. In the third term some study is made of poetry with Scott's *The Lady of the Lake* as a basis. This year of work is supposed to prepare the student for much of the subsequent work in this department. The text-book in this course is Brook's *English Composition*, Book I.

English IV, V, and VI—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon exposition and argument. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done. The same text-book is used in this year as in the first year.

English VII, VIII, and IX—The composition and rhetoric work in this year is a review of the two preceding years'

work, and the four forms of discourse are studied with more attention to the details of structure. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric thruout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of the New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness. The text-books are Halleck's History of American Literature and Thomas and Howe's Rhetoric.

English X, XI, and XII—English Literature. A general review of the development of English literature is given in this course. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed.

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brot to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury tales.

c. A history of the drama. The miracle and mystery plays: "Everyman" as an example of the morality play,

Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's *Elegy in a Country Churchyard*.

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayist of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's *Idylls of the King* compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Thruout this year the student reads and reports on certain of the college entrance requirements not previously studied by him. The text-book in this course is Long's *History of English Literature*.

College Entrance Requirements for 1917-19 For Reading

GROUP I.—Classics in Translation. Two to be Selected.

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence. For any selection from this Group a selection from any other Group may be substituted.

GROUP II.—Shakespeare. Two to be Selected.

Shakespeare's *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King*

John; Richard II; Richard III; Henry V; Coriolanus; Julius Cæsar; Macbeth; Hamlet.

N. B.—The last three only, if not chosen for study.

GROUP III.—Prose Fiction. Two to be Selected.

Malory's Morte d'Arthur (about 100 pages); **Bunyan's Pilgrim's Progress, Part I; Swift's Gulliver's Travels (Voyages to Lilliput and to Brobdingnag); Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; Frances Burney's Evelina; Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's Castle Rackrent, or The Absentee; Dicken's Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell's Cranford; either Kingsley's Westward Ho! or Hereward the Wake; Reade's The Cloister and the Hearth; Blackmore's Lorna Doone; Hughes' Tom Brown's Schooldays; either Stevenson's Treasure Island, or Kidnapped, or The Master of Ballantræ; Cooper's Novels, any one; Poe's Selected Tales; either Hawthorne's The House of the Seven Gables, or Twice Told Tales, or Mosses from an Old Manse; A collection of short stories by various standard writers.**

GROUP IV.—Essays, Biography, Etc. Two to be Selected.

Either the **Sir Roger de Coverley Papers, or Selections from The Tatler and The Spectator** (about 200 pages;); **Boswell's Selections from the Life of Johnson** (about 200 pages); **Franklin's Autobiography; either Irving's Selections from the Sketch Book** (about 200 pages), or **The Life of Goldsmith; Southey's Life of Nelson; Lamb's Selections from the Essays of Elia** (about 100 pages); **Lockhart's Selections from the Life of Scott** (about 200 pages); **Thackeray's Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay: one of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay; Travelyan's Selections from Life of Macaulay** (about 200 pages); either **Ruskin's Sesame and Lilies, or Selections** (about 150 pages); **Dana's Two Years Before the Mast; Lincoln's Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greely, together with a brief memoir or estimate of Lincoln; Parkman's The Oregon Trail; Thoreau's Walden; Lowell's Selected Essays** (about 150 pages); **Holmes's The Autocrat of the Breakfast Table; Stevenson's Inland Voyage, and Travels with a Donkey; Huxley's Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; A collection of Essays by**

Bacon, Lamb, De Quincey, Hazlett, Emerson, and later writers:
A collection of Letters by various standard writers.

GROUP V.—Poetry. Two to be Selected.

Palgrave's *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's *The Traveller*, and *The Deserted Village*; Pope's *The Rape of the Lock*; *A Collection of English and Scottish Ballads*, as, for example, some Robin Hood ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*; either Scott's *The Lady of the Lake* or *Marmion*; Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; either Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*; *Incident of the French Camp*, *Herve Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "*De Gustibus—*," *The Pied Piper*, *Instans Tyrannus*; Arnolds' *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from American Poetry, with special attention to Poe, Longfellow, and Whittier.

For Study

GROUP I.—Drama. One to be Selected.

Shakespeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

GROUP II.—Oratory. One to be Selected.

Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail*, and *the Passing of Arthur*; *The Selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's Golden Treasury* (First Series).

GROUP III.—Oratory. One to be Selected.

Burke's *Speech on Conciliation with America*; Macaulay's *Two Speeches on Copyright*, and *Lincoln's Speech at Cooper Union*; Washington's *Farewell Address*, and Webster's *First Bunker Hill Oration*.

GROUP IV.—Essays. One to be Selected.

Carlyle's *Essay on Burns*, with a selection from *Burn's Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

LATIN

The Latin course includes four years of study, and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—Inflectional forms and the simpler rules of syntax are studied. Special attention is given to pronunciation as an essential to efficiency. The mastery of vocabularies is required, and pupils are encouraged to study derivatives. Easy Latin reading and simple composition are early taken up, followed later in the year by a translation of Roman stories and other prose. A comparison of the English and Latin modes of expression is made, and forms and constructions are kept before the pupil. The chief aims are a knowledge of the subject-matter and its expression in smooth idiomatic English. Text-book: D'Ooge's Latin for Beginners.

Latin IV, V, and VI—The study of Caesar's Gallic War is studied during the year. Books I, II, III, and IV are completed, after which either the Gallic War is continued, or selections from Caesar's Civil War are studied. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are considered in class work. The study of syntax and vocabulary is continued by means of the text and prose composition. Sight translation is used frequently, and idiomatic English is required in all translations.

Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, and orator, and a philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of the grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation work is a prominent feature of the courses. Just as the translating of English must be into idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Allen and Phillipson's *A First German Grammar*.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of little stories such as Gerstaecker's *Germelshausen*, Storm's *Immensee*, and Hauff's *Das kalte Herz*. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's *Minna von Barnhelm* and Eichendorff's *Taugenichts*. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Scheffel's *Der Trompeter von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, XII—The fourth year is given to the study of more difficult masterworks of German literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and III.....	3 terms
Medieval History	1 term
Modern History I and II.....	2 terms
Advanced American History I and II.....	2 terms
South Dakota History and Current Events..	1 term
One period weekly (see Common Branches)	
United States History, Teachers' Review....	1 term
(See Professional Subjects)	
Additional courses as called for.....	3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required in certain courses and is scheduled for study during the second year of the course. The course of the fall term includes a rapid survey of the ancient oriental civilizations and a more thoro study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. The text used is Myers' General History.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second-year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a

study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the fall and winter terms. During the fall term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics. The text used is Muzzey's American History.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and be inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Guitteau's Government and Politics in the United States.

Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves

with some special book relating to municipal problems, as Goodnow's City Government in the United States.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced students. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be given special attention. Fetter's Principles of Economics is used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues thruout the year. After becoming familiar with the general accepted ideas regarding the science of society, the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the textbook work. Haye's Introduction to the

Study of Sociology and Ellwood's Sociology and Modern Social Problems are the texts used.

Rural Sociology—See "Rural Problems and Education" under "Professional Subjects."

PSYCHOLOGY

Psychology I, II, and III—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this course—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is Wenzlaff's *The Mental Man*, which is supplemented by other texts.

The second term of psychology is a course in elementary experimental psychology, and aims to acquaint the student with the methods and the problems of experimental psychology. The text used is Seashore's *Elementary Experiments in Psychology*.

The third term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

ETHICS

Ethics I and II—This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a moral responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy. Sisson's *The Essentials of Character* and Schroeder's *The Psychology of Conduct* are the texts used.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III.....	3 terms
Plane Geometry I, II, and III.....	3 terms
Advanced Algebra	1½ terms

Solid Geometry	1½ terms
Trigonometry	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subecjts)	
Business Arithmetic (See Business Courses)	
Bookkeeping (See Business Courses)	

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations three quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given whenever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of system of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics. Text: Hawkes-Luby-Touton's First Course in Algebra.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equation are thoroly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions. Text: Hawkes-Luby-Touton's Second Course in Algebra.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large num-

ber of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject of algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I, II, and III are prerequisites. Text: Hart and Feldman's.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III. Text: Hart and Feldman's.

Trigonometry I and II—In this course, a careful study is made of the relations of the sides and angles of a triangle. Right, oblique, and spherical triangle are studied in the order named. In connection with these, the use of Table of Logarithms is taught, as well as the use of tables which deal with the functions of the different angles. This course is offered only for those who have completed an equivalent of the other courses in mathematics offered in the Normal. Text: Wentworth and Smith's Plane and Spherical Trigonometry.

AGRICULTURE

Agriculture I—Agronomy. This course presents a detailed study of soils and soil formation, the production of field crops, and a brief study of farm management, especially as related to crop rotations. A laboratory study is made of the laws of soil physics, as well as type studies of the more important field crops, together with practise in scoring and grading grains. Text: Harris and Stewart's Principles of Agronomy. The laboratory exercises are based on Gehris and James's One Hundred Exercises in Agriculture. Recitation, three periods per week; laboratory, four periods.

Agriculture II—Animal Husbandry. In this course a study is made of types and breeds of farm animals, poultry

and poultry management, and dairying. Practise is given, in so far as opportunity permits, in judging the animals studied. Feeds and feeding are studied, and attention is given to computing rations. In so far as possible, the same laboratory and class periods as indicated above are used. Text: Harper's Animal Husbandry for Schools.

Agriculture III—Horticulture and Gardening. A study is made of the principles of fruit growing, including plant propagation, care of orchards, spraying, marketing, packing, etc. The principles of vegetable gardening are studied, and the student is given practise in gardening, pruning, grafting, and the like. As far as possible, the regular laboratory periods as indicated above will be used. Text: Bailey's Principles of Fruit Growing.

BIOLOGY

Biology I—Botany. In this course, study is made, by the laboratory method, of the plant in its physiological, economic, and developmental aspects, together with its relations to man and animals. Recitation, two periods per week; laboratory, six. Text: Peabody and Hunt's Elementary Biology.

Biology II—Zoology. A study is made of the anatomy, physiology, and economic relations of animals, together with a developmental study of the type forms of the different classes of animal life. Much attention is given to laboratory work, which consists of microscopic studies and animal dissections. Recitation three periods per week; laboratory, four. Text: Same as above.

Biology III—Physiology. In this course there are studied the anatomy, physiology, and hygiene of the human body. The work is supplemented with laboratory exercises in the composition of food stuffs, bacteriological studies, and observations from sectioning of animals and animal parts, of the anatomical relations to the human body and its organs. Recitation, three periods per week; laboratory, four. Text: Eddie's Text Book in General Physiology and Anatomy.

NATURAL SCIENCE

Natural Science I—General Science. A study is made, both in the laboratory and in recitation, of the laws governing fluids and solids, and their relation to the present structure of the earth, and to plants and animals. Plant life is

studied as a means of providing for man, his food, shelter, and clothing. Recitation, three periods per week; laboratory, four. Text: Caldwell and Eikenbury's General Science, and Laboratory Manual.

Natural Science II—Geology. Much time is given in recitation to dynamic geology, which studies the application of the forces that have made the earth as it is. Rocks and rock strata are studied, both in laboratory and field trips. Stratigraphic geology is studied sufficiently to indicate the great eons of time that have entered into the formation of the earth, and to show how life has evolved to meet changing conditions of its environment. Recitation, three periods per week; laboratory, four. Text: Tarr's Elementary Geology.

Natural Science III—Physiography. In this course there is taken up the present physiography of the continents, and especially that of the United States. Emphasis is placed upon the relation that the physiography of a country bears to its climate and life and to the economic and social relations of mankind. Recitation, three periods per week; laboratory, four. Text: Tarr's New Physiography, and Laboratory Manual.

PHYSICS

Physics I—Introduction to physics, properties of matter, mechanics of solids, and liquids.

Physics II—Gases, sound, heat, and magnetism.

Physics III—Electricity, light, and radiations.

Recitations, three periods per week; laboratory, two periods per week.

Physics is taught with the practical side emphasized more than the purely mathematical theories. Everyday phenomena in the common experiences of the students are explained, so far as possible, from the standpoint of physics. Different farm implements are discussed, attention being directed to the principles involved in their operation and the mechanical advantage of each. Heating and ventilation methods are compared from the general viewpoint of efficiency and cost. Lighting and wiring are also given special care.

Aside from these more purely practical phenomena that are a part of the student's life, such modern inventions as the phonograph, airships, wireless telegraphy, fireless cook-

ing, etc., are discust and the principles involved in their operation are explained when the class reaches the proper place in the course. Thruout the course the historical development of physics is given in brief form in short lectures, in order that the student may the more appreciate his advantages and environment.

The physics laboratory is a spacious room, well lighted and heated, and provided with special tables for such work. The equipment of the laboratory is very complete. Day current makes possible the solution of many problems that give the laboratory course a charm in instruction. Each student keeps a note-book and several manuals are used. Breakage is charged to the student and must be paid before credit is given for the course.

Prerequisites of this course are algebra and plane geometry. Text and manual: Hoadley.

Advanced courses given if demanded: Advanced general physics, primary batteries, electrical measurements (elementary and advanced), and physical technics.

CHEMISTRY

Chemistry I—Introduction, gases and their measurement, oxygen, hydrogen, water, solutions, atoms, molecules, chlorine, formulas, equations, and chemical calculations.

Chemistry II—Sodium, potassium, chemical equilibrium, sulphur, nitrogen group, Halogens, and carbon.

Chemistry III—Remaining metal groups, periodic law, introduction to organic chemistry, radium and radioactivity. Recitation and laboratory, two and three times per week.

Chemistry I, II, and III—This course is for beginners and serves as an introduction to chemical nomenclature, methods, and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of \$1.50 per term, payable in advance, is charged to cover cost of chemicals used and necessary breakage. Extra breakage is charged to the student.

Text and manual, Brownlee and others.

Advanced work if demanded: Qualitative analysis.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thots clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

Public Speaking I, II, and III—This is an elective during any year. It is designed to be a thoroly practical course, which will enable the student to speak well and easily in public, and give him greater confidence in all oral work. Attention is given to correct breathing, proper carriage of the body, voice control, expression, articulation, and gesture.

Curry's Foundations of Expression is the text used for the work of the first two terms. Emerson's Evolution of Expression forms the basis for the last term's work. In this way the student is given an idea of the principles of these two leading methods in expression.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically, using as material literary masterpieces. Work will be done in expression, management of voice and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes neces-

sary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind, hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and construction.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training; and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work in this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the student's surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, paintings and sculpture.

Drawing I—An elementary course in free-hand drawing from life and still life. This term's work includes design, lettering, and free-hand drawing. Pencil, crayograph, and water-colors are used.

Drawing II—A continuation of the preceding term's work, including beginning perspective, still-life composition, landscape, plant drawing, advanced perspective, and color theory. Text: Soper's Principles and Practice of Elementary Drawing.

Drawing III, IV, and V.—This course is planned for those who desire to do more advanced work in drawing, and is devoted to still life, life and pose, and plant form in color, pencil and charcoal, and pencil and color studies of exteriors and interior of buildings. Still life and original composition in crayon, pencil, water-color, charcoal and water-color, are done. Some work in picture study is also given.

Industrial Art I, II, and III—This is a course in applied design. Original designs are used to decorate raffia baskets, handbound books, and tooled and cut leather articles. The structure and technic of reed basketry occupies some time, also simple weaving and textile decoration.

History of Art and Picture Study I, II, and III—A history of painting and sculpture from the earliest times up to the present day is studied, including the lives of the greatest artists. Copies of the masterpieces of various nations will be made, not alone for technique but for a clear knowledge of the pictures' meaning and beauty.

DOMESTIC SCIENCE AND ART

The thot underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement of the nation depend upon the home, that the business of home-making should be regarded as a profession and be given the most serious thot; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of that.

The purpose of these courses is twofold, namely, to prepare the girls to be more capable in every-day life, and to qualify them to teach these subjects in the schools of this state.

Domestic Science I, II, and III—In this course the following topics are covered: production of heat and ways of transmitting in cooking; physical and chemical changes effected in the preparation of food for serving; composition and nutritive value of foods; tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Household Chemistry I, II, and III—This course is designed to supplement the course in domestic science and comes one period a week (double period when laboratory is required). Text: Weed's Chemistry in the Home.

Domestic Art I, II, and III—Some of the points which are emphasized in this course are the value of well-made clothing; a knowledge of materials, which will be of economic value; a study of materials in ready-made garments on the market; and a study of the conditions under which they are made. A limited time is given to costume design, textiles, and embroidery.

The first term's work is devoted to hand-sewing, and involves the use of the chief forms of sewing—running stitch, basting, backstitch, overhanding, overcasting, hemming, making of seams, mitred and square corners, putting on band, gathering, making of plackets, sewing on tapes, patching, darning, making of buttonholes, sewing on buttons, hooks and eyes, hemstitching, and learning to make a few decorative stitches. One garment made by hand is required.

The second term is a continuation of the work of the previous term. In addition patterns are drafted from measure, and garments made from these, and others are made from patterns bot. By this plan the student is taught the general plan of pattern-making, and has drill in adjusting the patterns bot. Undergarments are made in this term. Special attention is given to the use and care of the sewing machine.

During the third term each student is required to make a simple cotton dress and a fancy summer dress. Costume design and millinery form a part of this course. Special reading and written reports on assigned topics are required during the third term.

GYMNASTICS

An elective course in gymnasium work is open to the young women of the School. This class meets in two sections twice a week. Simple military commands, various free-movement exercises, dumb-bell, bar-bell, wand and Indian club drills, apparatus work, and games are being taught. Much of this work is adapted to the use of public school teachers in their work.

In addition to the gymnasium classes, there is a squad of girls organized for playing basket-ball. They practise regularly twice a week. Games between the class teams stimulate healthful rivalry.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Altho the subjects are the same as those required in the grades of the common school, the work in the Normal School is more thoro and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the entire year. It is expected that every student deficient in these branches take up this course.

Reading and Literature—This course in Reading and Literature has been prepared especially for the Elementary Normal Course. In this course the student is given drill on the subjects of phonetics, the use of diacritical marks, oral

reading, and an intensive study of the more difficult literary selections that he will have to teach in the public schools. The demand for better teachers of reading requires a carefully prepared course of this kind. Text: Standard Classics.

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thoro treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the students seem to demand. The subjects will be developed along lines best suited to prepare students for teaching, and still the practical side will not be lost sight of. Special attention will be given, from time to time, to oral exercises and analysis. Students that take this course must have completed successfully the work of arithmetic in the grades. Text: Cook and Cropsey's Advanced Arithmetic.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroly, and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms. Text: Reed and Kellogg's Higher Lessons in English.

Physiology—A term of physiology and hygiene is required in the Elementary and the Intermediate Course. This course presupposes that the subject has been studied in the grades, and is, therefore, of an advanced nature, in which emphasis is placed upon the principles of hygiene and sanitation. Text: Davison's Advanced Human Body and Health.

Geography—The course presented reviews the subject of world geography after a survey of the United States, as a basis for comparison. The phases particularly treated are political and commercial. The factor of visualization is made use of in map-making and the localizing of places in class work. Text: Brigham and McFarlane's Essentials of Geography, Second Book.

Civil Government—The chief aim of the subject is to impress on students their responsibilities as citizens and voters. The general principles of the American system of government are emphasized to show the subject in its application. Text: Marriott's How Americans Are Governed.

United States History—This course is intended to give the student a working outline of the subject, emphasis being placed upon chronological and geographical localization of

events, and accurate statements of cause and effect. Some attention is also given to methods of teaching the subject in the rural and graded schools. Text: McLaughlin and Van Tyne.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our State should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered, and particularly to those in advanced American history and civics. Text: Robinson's Brief History of South Dakota.

Drawing—Two terms are devoted to elementary drawing. This work is required of all completing normal courses. See "Drawing" under "Academic Studies."

Elements of Music—Instruction in vocal class music, designed especially for those who expect to teach, is given three periods a week for two terms. See "Public School Music" under "Music."

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and philosophy of education, rural problems, observation and the practical work of teaching, in which the student-teacher carries out in actual practise the theory learned in connection with the study of methods and other subjects.

METHODS OF TEACHING

In this course are discust the general principles of methods as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discust are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; apperception; interest; the "Five Formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the school curriculum.

The government of a school depends upon a teacher's

scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public school to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Colgrove's *The Teacher and the School*, and Bagley's *Classroom Management*, are the texts used.

Didactics—The purpose of the course is to present the nature and chief problems of the schools, and to give a knowledge of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry. Text: Colgrove's *The Teacher and the School*.

OBSERVATION IN MODEL SCHOOL

This line of work is required of the student of the Elementary Course two forty-five minute periods a week for two terms. It consists of systematic observation of instruction in the model school and criticism on the same.

TEACHERS' REVIEWS

Methods in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied ar-

ithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades. Text: Lyman's Advanced Arithmetic.

Methods in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Methods in Reading—In this course is considered what reading work should include; the material and the method for grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and the modern methods, viewing each in the light of ultimate purpose, will be included. Reference reading is required. Text: Phillip's Natural Drills in Expression.

Methods in Grammar and Language—A review in grammar is given. The relation of language work to the other work of the grades is considered. Methods and devices are discussed and typical class exercises are required. Texts: Buehler, and others.

Methods in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history, and the order in which the different phases of the subject are taken up, are studied.

PRINCIPLES OF EDUCATION

This course is a study of the general principles underlying the science of education. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values. Text: Ruediger.

RURAL PROBLEMS AND EDUCATION

This course in sociology is designed to meet present-day demands for a better understanding of the peculiar conditions and needs of the rural community and its school. The text studied is Cubberly's Rural Life and Education.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deeper interest in the lives and works of great educators as a course of inspiration and guidance. Text: Duggan.

PRACTISE TEACHING

Seniors devote forty-five minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, sewing, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticized and corrected the lesson is given. A weekly meeting of the practise teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

PSYCHOLOGY

For educational psychology, see "Psychology" under "Academic Studies."

BUSINESS COURSE

The object of this department is twofold. It gives to those who wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Penmanship	3	Penmanship	3	Penmanship	3
Orthography	2	Business Prac- tise I	2	Business Prac- tise II	2
Bookkeeping I	5	Bookkeeping II	5	Bookkeeping III	5
Commercial Arith- metic I	5	Commercial Arith- metic II	5	Commercial Arith- metic III	5
Commercial Cor- respondence I	5	Commercial Cor- respondence II	5	Commercial Cor- respondence III	5
Shorthand I	5	Shorthand II	5	Shorthand III	5
Typewriting		Typewriting		Typewriting	

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods. Text: Moore and Miner.

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thoro drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

Bookkeeping—A complete course in bookkeeping is offered, requiring work for an entire year. Bookkeeping I consists of twelve weeks' work in elementary bookkeeping, principles, and forms. Bookkeeping II requires advanced work in general bookkeeping, using the cash book, journal, ledger, cash register, and charge sale pads. Bookkeeping

III is a course in practical accounting, using multi-column cash book, purchase journal, sales journal, and other journals, with subsidiary ledgers and controlling accounts. Text: Goodyear-Marshall.

Penmanship—The course in penmanship includes a thoro training in neat, legible, rapid penmanship, and also methods of teaching penmanship.

Shorthand I, II, and III—In this course students are prepared for office work or teaching. The principles of Gregg shorthand are taught together with drill in speed practise, phrasing, and, when desired, methods of teaching shorthand. Opportunity is given to students to become members of different shorthand associations. Text: Gregg's Manual, Gregg's Speed Practise, Gregg Magazine, Gregg Dictionary.

Typewriting—The touch typewriting system is taught, using only standard makes of machines. Accuracy, speed, touch, and artistic arrangement, are emphasized. Text: Van Sant's System of Touch Typewriting.

A fee of \$1 a term is charged for the use of a typewriter one hour daliy.

Business Practise I and II—A course in practical office work, with drill in correct and rapid circular work, addressing envelopes, office dictation, details of office practise, use of filing systems, adding machines, writerpress and duplicating machines.

MUSIC

The Normal School offers thoro courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

These are also in the Normal School several musical organizations, namely, an orchestra and two chorus clubs. These meet one hour each week for practise. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in piano, voice and violin. The time for completion cannot be fixed by the number of years of study or even by going thru the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

PUBLIC SCHOOL MUSIC

This course is required of all students taking regular normal courses and is given to classes three periods a week for two terms.

I—The first term's work includes the following: Elements of music, terminology, ear training; oral, tonal, and written dictation; and sight-reading.

II—The second term's work is planned to give the student practise in theory and notation—facts necessary to pre-

sent music in the elementary school; to organize and study song material for children, and make a study of the child voice. Text: Gilchrist and McLaughlin's Song Reader.

VOICE

The following three courses in voice training are offered:

Preparatory Course

Fundamental principles of voice culture; correct breathing; proper tone-placement; equalization of registers; phrasing. Concone, Abt, and Sieber studies; easy songs for application of the principles learned.

Intermediate Course

Tone-placement and breath-control; scales and arpeggios; pure intonation and distinct enunciation; Concone, Abt, Marchesi, and Garcia studies. More difficult songs, both sacred and secular, from classic and modern composers.

Advanced Course

Advanced exercises for breath-control and tone-production; exercises for flexibility and sustained tone; interpretation. Marchesi Garcia, and Bordogni studies; advanced songs, both modern and classic; simple arias from opera and oratorio.

PIANO

Along with the first lessons especial attention is given to the positions of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized thruout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the command of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five-Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; LeCouppay, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65; Various

Pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-46; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Coupey (La Difficulte); Compositions by Grieg, Goddard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, p. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions, Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubinstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Compositions by Wieniawski, Singelle, DeBeroit, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thoro understanding of the essential principles of bowing are impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

HARMONY AND HISTORY OF MUSIC

Candidates for graduation in voice, piano, and violin must, in addition to the regular course, have one year of harmony, two lessons each week, and one year of Musical History one lesson each week.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department.

Fees

A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practise purposes at \$1 a term, on the basis of one hour's practise daily.

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom.....	Chicago, Ill.
Nettie Jane Bridgman-Truesdell.....	Springfield
Ira Stanton Burnett.....	Armour
Merton D. F. Eastley.....	Presho
Emma Webster Hill.....	Springfield
Howard Joseph Hill.....	Monroe, Neb.
Walter Cheney Macy.....	Springfield
Gerald Emile Muller.....	Mt. Vernon
Katherine Julia Muller.....	Minneapolis, Minn.
Walter Michael Quinn.....	Bonesteel
Cora Adelia (Taff) Flood.....	Waterbury, Neb.
Cora Blanche Wood.....	Perkins

1900

Ned Henry Benedict.....	Philip
Bertha Hope Benson.....	Beresford
Max Lee Bridgman.....	Springfield
Mabel Jane (Bussey) Barber.....	Chicago, Ill.
Mary Helene (Flack) Hill.....	Monroe, Neb.
Charles Monroe Keeling.....	Springfield
Julia Altha (Marvin) Geeting.....	Spencer, Iowa
Ella Griffin (McAuley) Stilwill.....	Tyndall
Bessie Louise (Mead) Pearce.....	Seattle, Wash.
Amaret Aileen (Morrison) Giltner.....	Fessenden, N. D.
Charlotte Justina (Radway) Smith.....	Philip
Roy George Stevens.....	Sioux Falls
Cora Elizabeth (Trumbo) Wetzberger.....	Franklin
Marie Alberta (Voy) Hoard.....	Chicago, Ill.
Florence Edna (Young) Nichol.....	Aberdeen

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller.....	Scotland
Ben Harrison Bridgman.....	Platte
Edith Adelia (Bridgman) Graham.....	Elm Springs
Anna Margaret Brown.....	Chamberlain

Noda Agnes Brown.....	Woonsocket
Arthur Eastley.....	Westashkiwin, Alberta
Zoa May (Flavin) King.....	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett.....	Armour
Anna Loretta Martin.....	Running Water
Maud Ethel (Marchant) Muller.....	Mt. Vernon
Rosine Edna (McDonald) Plumb.....	Grand Junction, Colo.
Mary Alice (Owens) Knight.....	Randall, Minn.
Effie Belle (Radway) Bridgman.....	Platte

1902

Eliza Maud Bussey.....	Tyndall
William Arthur Bussey.....	Tyndall
Erle Francis Craig.....	Greenwood
Robert Holland Frazee.....	Seattle, Wash.
Lynden Miller Greene.....	Beresford
Susan May Harrison.....	New England, N. D.
Charles Lawrence Hill.....	Kansas City, Mo.
Helen Estella (Jones) Nelson.....	Tyndall
James Burdette Kelsey.....	Buffalo, N. Y.
Bessie Amelia (Monfore) Dempster.....	Springfield
Grace Edna Morrison.....	Livingston, Mont.
Grace Luvina (McCollum) Page.....	Luther, Iowa
John Francis Quinn.....	Hosmer
Clara Emeline (Searles) Hickman.....	Philip
Anna Henrietta (Stephens) Hall.....	Philip
Ralph Van Wood.....	Springfield

1903

Nina Muriel Campbell.....	Sioux City, Iowa
Florence Lorena (Gardner) James.....	Bonilla
Jessie Bell (Gardner) Hill.....	Kansas City, Mo.
Rosa Emma (Patten) Sells.....	Avon
Mabel Clare Smith.....	Springfield
Glen Eugene Sunderlin.....	Glenns Ferry, Ida.

1904

Rachel Viola Abbott.....	Sioux City, Iowa
Myrtle Ida (Best) Ray.....	Armour
Grace Emilie Cannam.....	Britton
Jennie Mary (Chatfield) Casson.....	Perkins
Valucia Violant (Curtis) Langworthy.....	Berkeley, Cal.
Bessie Pearl (Hain) Cooper.....	Bonilla
Lavina Jane Hamilton.....	Olivet

Ida Mary Hildreth.....	Denver, Colo.
James Ignatius Keenan.....	O'Neil, Neb.
Christine Bridget (Kelley) Simmons.....	Gregory
Hannah Theodora Knapp.....	Sioux City, Ia.
Alberta America (Monfore) Humphrey.....	Woonsocket
Cynthia Belle Orr.....	Meckling
Robert Joseph Quinn.....	Burke
Susie Edwina Wood.....	Gilmore City, Iowa

1905

John Raymond Babb.....	Oak Park, Ill.
Erving Elmer Baldridge.....	Northville
Emma Benesh	Geddes
Hawley Franklin Colgrove.....	Los Angeles, Cal.
Ida Melvina Cooper.....	Polson, Mont.
Fred Eugene Dawes.....	Springfield
Charlotte Josephine (Dempster) Walsh.....	Owanka
Francis Joseph Farley.....	Beresford
Fred Ray Hildreth.....	Denver, Colo.
Helen Hunt (Hill) Chladek.....	Tyndall
Wilbur Arthur Hitchcock.....	Laramie, Wyo.
Mary Ann (Hughes) Smith.....	Lawton, N. D.
Era R. (Keeling) Kirby.....	Springfield
Sadie Helen Lee.....	Avon
Orpha Mildred (Pegley) Root.....	Tabor
Irene Veronica (Quinn) Engelhardt.....	Waubay
Berenice Esther (Walker) Woodburn.....	Aberdeen
Eva Josephine Wilson.....	Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn.....	Zeeland, N. D.
Joseph Heinrich Boese.....	Lead
Orilla Mae Cannam.....	Charles City, Iowa
Gertrude Cora (Colburn) Swayne.....	Oak Park, Ill.
Ella Mary (Foley) Janda.....	Rayinia
Helen Margaret (Frazee) Burton.....	Seattle, Wash.
Ada Agnes (Greene) Cunningham.....	Newell
Mabel Irene Hildreth.....	Denver, Colo.
Edna Ammala (Johnson) Peterson.....	Mink Creek, Iowa
Lane Esther (Joslyn) Button.....	Naples
Robert Perry Pegley.....	Springfield
Cora (Spurrell) Guptill.....	Springfield
Claribel Marie Stanley.....	Vivian
Mary Edith (Stevens) Stanley.....	Lead
Frank Edmund Tupper.....	Running Water

Mary Elizabeth (Wagner) Murray.....	Lexington, Texas
Charlotte Ruth (Walker) Babcock.....	Philip
Lorenzo Clisby Wicks.....	Fremont, Neb.
Margaret Jane (Williams) Morrison.....	Springfield
Alice Mabel (Wood) Cogswell.....	Seattle, Wash.

1907

Mona (Bossingham) Monfore.....	Springfield
Kate Eulalia Donnelly.....	Running Water
Josephine Jones	Springfield
Alta Belle (Melick) Trowbridge.....	Springfield
Margaret Martha Murphy.....	Tyndall
Helga L. (Sletvold) Hartman.....	Running Water
Harold Leroy Trowbridge.....	Springfield

1908

George Arthur Boschma.....	Ashton, N. D.
John Henry Hofeldt.....	Riverside, Cal.
James Kirk, Jr.....	Avon
Mary Kirk.....	Perkins
Susan Bereniece Leach.....	Seattle, Wash.
Fred Harold Monfore.....	Sioux Falls
Minnie Louise (Monfore) Campbell.....	Springfield
Frank Mead Snow.....	Springfield
Rachel Cynthia Stephens.....	Lead
Charles C. Thomas.....	Perkins
Richard Thomas	Perkins

1909**Advanced Course**

Joseph Heinrich Boese.....	Lead
Francis Joseph Farley.....	Beresford

Five-Year Course

Leona (Hartman) Stephens.....	Perkins
Marie Matilda Holter.....	Platte
Maude Lucy Hoopes.....	Gayville
Oran J. House.....	Springfield
Esther Bard Jaquays.....	Burke
Margaret Roberta Jaquays.....	Gettysburg
Ruby Lillian Mills.....	Spencer
Edna Dare Pierce.....	Monmouth, Ore.
Myra H. Renshaw.....	Des Moines, Wash.
Esther May (Shaver) Dawes.....	Delmont

Eva Merriman (Slasor) Tietge.....Ravinia
Winifred Bell (Williams) Murphy.....Columbus, Mont.

1910

Advanced Course

Leona (Hartman) Stephens.....Perkins
John Henry Hofeldt.....Riverside, Cal.

Five-Year Course

Benjamin Abraham Boese..... Joliet, Ill.
Valesca Olga Dodte.....Neillsville, Wis.
Harriet Lois (Kelsey) Halverson.....Medicine Hat, Canada
Hazel Libbie (Kirk) Danks.....Vermillion
Ruth Vieda Monfore.....Springfield
Amy Alice Myron.....Fairfax
Edith Belle Starks.....Mitchell
Benjamin Heinrich Unruh.....Madison, Wis.
Nina Marie (Wagner) Love.....Denver, Colo.
Alice Henrietta Wolff.....Lennox

1911

Advanced Course

Ruby Lillian Mills.....Spencer
Benjamin Heinrich Unruh.....Madison, Wis.

Five-Year Course

Belinda Mulvina (Campbell) Morrison.....Columbus, Mont.
Gertrude DykstraAvon
Gilbert Garver Fites.....Tabor
Anna Frieda Gretschmann.....Brookings
Leita McAdams (Hill) Kaufmann.....Yale
Laura Lisle (Joslyn) Ludwigson.....Minneapolis, Minn.
Harriet Lydia (Pegley) Jones.....Springfield
Ida Spurrell.....Springfield
Mabel E. Tupper.....Platte
Myrtle Ruth (Young) House.....Springfield

1912

Advanced Course

Cordelia Colburn.....Morningside, Iowa
Anna Frieda Gretschmann.....Brookings
Mary Wilson Guthrie.....Yankton
Oran J. House.....Springfield

Ruth Vieda Monfore.....	Springfield
Nest Valjean Pattee.....	Scotland
Laurenz Martin Petri.....	Miles City, Mont.
Eva Merriman (Slasor) Tietge.....	Ravinia
Nina Marie (Wagner) Love.....	Denver, Colo.

Five-Year Course

Martha Benesh	Tyndall
Louise Amelia Holter.....	Platte
Louisa Elizabeth Kirk.....	Brookings
Hazel Belle (Lawson) Slater.....	Bon Homme
Anna Pauline Stemmerman.....	Chamberlain
Ralph Mortiboy York.....	Barry, Minn.

Intermediate Course

Bessie May Barker.....	Gregory
Josephine Benesh	Tyndall
Paul Herod Brill.....	Running Water
Leona Lloyd Burr.....	Academy
Maude S. Burr.....	Academy
Anna Sutherland Guthrie.....	Williston, N. D.
Martha Esther Hoopes.....	Gayville
Blanche Jeffers	Irene
Eva Elizabeth McAllister.....	Parker
Anna Catherine Ryan.....	Tyndall
Lillian Marie Sturtevant.....	Worcester, Mass.

Elementary Course

Eldah Gladys Lumm.....	Spokane, Wash.
Clara Amada (Stockholm) Ericson.....	Lesterville
Ada Lavina Watwood.....	Kingsburg
Lottie Lavina Young.....	Midland, Mont.
Beulah Frances (Younglove) Farley.....	Stamford

1913

Advanced Course

Aurelia Ruth (Morrison) Wollmann.....	Freeman
Harriet Lydia (Pegley) Jones.....	Springfield
Myra H. Renshaw.....	Des Moines, Wash.
Floy Homan (Trowbridge) Haar.....	Freeman
Elizabeth Ann Williams.....	DeSmet
Jay Allen York.....	Barry, Minn.
Ralph Mortiboy York.....	Barry, Minn.

Five-Year Course

Hazel Rebecca (Richmond) Dawes.....	Kingsburg
Mary Joy Rose.....	Kimball
Agnes Mabel Shaver.....	Springfield
Myrtle May Taff.....	Dell Rapids

Intermediate Course

Ida Bakker	Monroe
Ella Anna Benesh.....	Tyndall
Martha Georgine Burwitz.....	Gayville
Frances Margaret Hughes.....	Tyndall
Betsy Christina Johnson.....	Avon
Mary Elizabeth (Lewis) Hull.....	Cambridge Springs, Pa.
Mary Alma Millar.....	Wagner
Eva Rachel (Newell) Holleman.....	Springfield
Florence Iva Newell.....	Alcester
Mabel Cress Pinney.....	Plankinton

Elementary Course

Minnie Lillian Bartekoske.....	Tyndall
Myrtle (Benedict) Schneider.....	Tyndall
Evelyn Boden	Tyndall
Beulah Constance Chamberlain.....	Yankton
Josephine Ella Drha.....	Kingsburg
Margaret Catherine Hentges.....	Parker
Mabel Catherine McFarland.....	Wagner
Edna Maye Miller.....	Platte
Lulu Margaret Thomas.....	Harding
Grayce Irene Van Derhule.....	Irene

1914

Advanced Course

Lola Ellen (Alexander) Henatsch.....	Bloomfield, Neb.
Fred Biittler	Tabor
Esther May Dawes.....	Delmont
Eva Rachel (Newell) Holleman.....	Springfield
Magnus Peterson Schultz.....	Madison, Wis.
Ida Spurrell.....	Springfield

Intermediate Course

Celia Anderson	Parker
Agnes Maud Cannan.....	Armour
Addie Maude (Carpenter) Oldaker.....	Wagner

Genevieve Vera Coate.....	Greenwood
Mary Edna DeBeer.....	Stickney
Gertrude Eva Dierenfield.....	Tea
Ida Grace Gunderson.....	Menno
Dollie May Hill.....	Marion
Amanda Josephine Holter.....	Platte
Ruth Elizabeth Johnson.....	Wagner
Gladys Evelyn Kibble.....	Scotland
Mary Agnes Lagan.....	Yankton
Beatrice Marie (Noble) Pigsley.....	Springfield
Edith Lillian Slasor.....	Springfield
Ruby Sophia Tomlinson.....	Scotland

Elementary Course

Margaret Barbara Chladek.....	Verdigree, Neb.
Nina Fern Gilmore.....	Marcus
Edna Marguerite (Henry) Walpole.....	Wakonda
Theresa Elizabeth Hewer.....	Utica
Andrew Adolph Hofer.....	Freeman
Alice Margaret (Horacek) Hruska.....	Tabor
Minnie Ovidia Loken.....	Wagner
Jacob Hofer Mendel.....	Freeman
Bernadette Genevieve Walsh.....	Yankton
Ruth Clarissa Walsh.....	Mission Hill
Laura Alma Watwood.....	Kingsburg
Joseph Hofer Wurz.....	Freeman

1915

Advanced Course

Celia Anderson	Parker
Maude Edith (Crowell) Fites.....	Tabor
George Arthur Glassing.....	Fairfax
Edwin Niles Hitchcock.....	Laramie, Wyo.
Nancy Emily Jones.....	Dike, Iowa
Addie Lucile Mills.....	Fairfax
Clifford Riley Slasor.....	Volin
Grace Catherine Tupper.....	Springfield

Intermediate Course

Hazel Angela Anderson.....	Platte
Florence Cecelia Crosley.....	Santee, Neb.
Jessie Eringa	Chancellor
Marguerite Jane Gunn.....	Scotland
Marie Emily Gunn.....	Scotland
Margaret Catherine Hentges.....	Marion

Kathryn Margaret Kreycik.....	Avon
Caroline Belle Kubal.....	Geddes
Arthur Leslie Lawson.....	Santee, Neb.
Melvie Cecelia Matson.....	Vermillion
Violet Margaret Schneider.....	Scotland
Elsie May Slasor.....	Springfield
Emma Irene Taff.....	Springfield
Louise Helen Trutnovsky.....	Scotland
Carl Hunter (Wallace) Johnson.....	Elroy, Wis.
Ada Lavina Watwood.....	Kingsburg
Myra Roxy Wenzlaff.....	Springfield

Elementary Course

Emilie Katherine Anderson.....	Hurley
Emily Avis Anderson.....	Viborg
Roselia Frances Borszich.....	Lesterville
Jennie De Haan.....	Harrison
Anna Marion Drha.....	Olivet
Jacob Wipf Gross.....	Hitchcock
Daisy Dagmar Hanson.....	Hurley
Grace Huisman	Scotland
Ruth Olive Mahaffa.....	Millboro
Florence Henrietta (Myron) Slasor.....	Volin
Beulah Viola Nelson.....	Wakonda
Rose Wilma Rist.....	Viborg
Bessie Stella Sanford.....	Beresford
Ruth Augustina Schaefer.....	Scotland
Jessie Imogene Young.....	Alexandria

1916

Advanced Course

Ida Arendtje Bakker.....	Monroe
Lassara Ruth Hartman.....	Lincoln, Neb.
Samuel Hitchcock.....	Laramie, Wyo.
Esther Bard Jaquays.....	Burke
Margaret Roberta Jaquays.....	Gettysburg
Frank Waterman Kelsey.....	Medicine Hat, Can.
Elma Clarissa Melick.....	Avon
Leoti Muriel Patrick.....	Scotland
James Milo Pattee.....	Arlington
Johannes J. A. Ploos van Amstel.	Holland, Mich.
Eugene Curie Schneider.....	Menno
Francess May Swihart.....	Dolton

Intermediate Course

Eva Elizabeth Crow.....	Springfield
Clara Millicent Kadlec.....	Springfield
Rose Elizabeth Kreycek.....	Tabor
Cecelia Marie Lucas.....	Freeman
Catherine Lavina McCollum.....	Springfield
Cecelia Mae Michel.....	Dixon
Amelia Reichert.....	Wessington Springs
Emma Susie Stemmerman.....	Chamberlain
Grace Gray Thomas.....	Springfield
Doris Margaret Marks.....	Tyndall

Elementary Course

Lenora Rosette Groeneveld.....	Tea
Margaret Ethel Harty.....	Dante
Swannie Albina Huisman.....	Scotland
Viola Loken	Wagner
Margaret Antonia Metzner.....	Tripp
Mae Ella Maxwell.....	Burbank
Deda Nieuwenhuis	Corsica
Lula Evelyn Paulson.....	Platte
Anna Qualm	Platte
Ane Petrea Schultz.....	Ethan
Hazel Frances Seaman.....	Wagner
Marie Hermaina Sneider.....	Scotland
Elizabeth Johanna van den Berge.....	Corsica
Minnie Louise Vogt.....	Canistota

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
 Robert Holland Frazee, '02.
 Alberta America (Monfore) Humphrey, '03.
 Valucia Violant (Curtis) Langsworthy, '04.
 Gertrude (Colburn) Swayne, '05.
 Helen Hunt (Hill) Chladek, '05.
 Era R. (Keeling) Kirby, '05.
 Irene Veronica Quinn, '06.
 Helen Margaret Frazee, '07.
 Harriet Lois (Kelsey) Halverson, '08.
 Floy Homan, (Trowbridge) Haar, '09.
 Alma Elizabeth (Brown) Blanchard, '12.
 Nest Valjean Pattee, '12.
 Hazel Eugenia (Gilmore) Burkhart, '13.

Clare Theresa Holleman, '14.
 Myra Roxy Wenzlaff, '14.
 Carrie Blanche Hitchcock, '15.
 Addie Lucile Mills, '15.
 Esther Bard Jaquays, '16.
 Clara Mate Wallace, '16.

STUDENTS IN ATTENDANCE DURING THE YEAR

1916-17

Senior Class (Sixth Year)

Martha Benesh	Tyndall
Grace Edna Brandt.....	Avon
Blanche Almeda DeMelt.....	Springfield
Carl Hartman	Springfield
Carrie Blanche Hitchcock.....	Springfield
Arthur Lynn Kibble.....	Springfield
Rose Elvira Lindgren.....	Fairfax
Doris Margaret Marks.....	Tyndall
Gladys Marian Marks.....	Tyndall
Amelia Reichert.....	Wessington Springs
Ethel Pearl Snowden.....	Springfield
Janet Mabel Snowden.....	Springfield
Emma Irene Taff.....	Springfield
Clarence Talsma	Perkins
Thomas Jackson Utterback.....	Belvidere
Clara Mate Wallace.....	Springfield
Lester John Ward.....	Canistota
Kathryn Martha Weisser.....	Tyndall
Myra Roxy Wenzlaff.....	Springfield
Wilbur Gustav Wenzlaff.....	Springfield

Junior Class (Fifth Year)

Edward John Benesh.....	Tyndall
Everette Blevens	Olivet
Elsie Kathryn Burbeck.....	Avon
Alice Maud Chivers.....	Carter
Anna Stacia Chladek.....	Verdigre, Neb.
Genevieve Vera Coate.....	Springfield
Florence Cecelia Crosley.....	Santee, Neb.
Alexander Maider Geist.....	Tyndall
Lillian Elizabeth Heineman.....	Alexandria
Hazel Katherine Lancaster.....	Dallas
Lulu Maude Leavens.....	Stickney

Esther Ada Markus.....	Harrison
Catherine Lavina McCollum.....	Springfield, R. F. D.
Lura Irene McKirgan.....	Scotland
Cecelia Mae Michel.....	Dixon
Hartzell Clayton Mills.....	Springfield
John Henry Neeman.....	Lennox
John J. Neuharth.....	Menno
Walter James O'Donnell.....	Springfield
Harriet Elizabeth Provost.....	Springfield
Floyd Omer Rains.....	Springfield, R. F. D.
William Scarcliff.....	Monrovia, Kansas
Florence Viola Shoemaker.....	Alexandria
Elsie May Slasor.....	Springfield, R. F. D.
Dena Evelyn Sneider.....	Scotland
Phillip Spence	Marion
Emma Susie Stemmerman.....	Chamberlain
Julia Newell Treat.....	Springfield
Arthur William Watwood.....	Dallas
Adeline Wipf	Freeman
Alice Wipf	Freeman
Alice Minnie York.....	Barry, Minn.

Fourth Year

Rena Bakker	Avon
Minnie Beatrice Bowles.....	Wewela
Sunbeam Burton	Santee, Neb.
Della Arvilla Coate.....	Springfield
Irene Johanna De Beer.....	Harrison
Raymond Elbert Dougherty.....	Okaton
Mary Elizabeth Furrow.....	Parkston
Esther Karolina Gretschrann.....	Springfield, R. F. D.
Helen Gertrude Harty.....	Dante
Margaret Ethel Harty.....	Dante
William Conrad Hennies.....	Springfield, R. F. D.
John Ell Hilzinger.....	Everett, Wash.
Edna Mae Johnson.....	Avon
Cecelia Rose Jordan.....	Gross
Susie Lefers	Harrison
Grace Louise Lucas.....	Newell
Amy Vivian Marks.....	Tyndall
Mildred Lillian Michel.....	Springfield
Hazel Gladys Mills.....	Springfield
Howland Swift Monfore.....	Springfield
Beulah Viola Nelson.....	Wakonda
Alois Robert Petrik.....	Tabor

Lula Evelyn Paulson.....	Platte
Anna Elizabeth Qualm.....	Platte
Marie Hermaina Sneider.....	Scotland
Mary E. Sparks.....	Colome
Anna Genevieve Sykora.....	Wagner
Elizabeth van den Berge.....	Corsica
Robert Eugene Walpole.....	Springfield
Bernadette Genevieve Walsh.....	Yankton
Theodore John Wraze.....	Centerville

Third Year

Bernice Ethel Aney.....	Springfield, R. F. D.
Mary Winnifred Baker.....	Fairfax
Lewis Charles Benesh.....	Tyndall
Azella Myrle Berry.....	Avon
Blanche Eleanor Buck.....	Springfield, R. F. D.
Bertha Margaret Burnette.....	Centerville
Cora Barrett Butterfield.....	Parker
Jennie De Haan.....	Harrison
Frank Den Beste.....	Corsica
J. Verdon Dougherty.....	Avon
Viola Mae Dowd.....	Geddes
Bertha Harriet Dykstra.....	Running Water
Pierre James Fisher.....	Tyndall
Paul William Gierau.....	Wewela
Roy Duane Glassing.....	Centerville
Harold Alexander Hansen.....	Tea
Grace Lillian Hartman.....	Springfield
George Charles Henderson.....	Springfield
Samuel James Henderson.....	Springfield
Theresa Elizabeth Hewer.....	Utica
Harriet Geraldine Hornstra.....	Dante
Launah Alice House.....	Springfield
Mary Eulalia House.....	Springfield
Elsie Josephine Kaftan.....	Tyndall
Benjamin Clyde Kelly.....	Monticello, Minn.
Ethel Ruth Kibble.....	Springfield
Viola Loken.....	Wagner
Hattie Rebecca Mahaffa.....	Millboro
Marie Sophia Marchant.....	Scotland
Ellen Lucile Maxwell.....	Running Water
Marguerite Henrietta Miller.....	Tabor
Lida Berthilda Nelson.....	Delmont
Louise Christine Nelson.....	Tabor
John Howard Noble.....	Springfield
Albina Laura Pekash.....	Tripp

Machiel Adrian Ploos van Amstel.....	Ulrum, Netherlands
Ane Petrea Schultz.....	Ethan
Floyd Slasor.....	Springfield, R. F. D.
James Rudolph Sorenson.....	Perkins
Ralph Everett Speakman.....	Springfield, R. F. D.
Mary Anna Spear.....	Draper
Margie Treat.....	Springfield
Chester Bryan Truesdell.....	Springfield
Frank Harold Wagner.....	Springfield, R. F. D.
Ernest Edward Walkes.....	Avon
Ruth Ora York.....	Barry, Minn.
Mary Alberta Young.....	Springfield
Elsie Lillian Zelenka.....	Running Water

Second Year

Gladys Daphne Bird.....	Springfield, R. F. D.
Lloyd Phillip Bird.....	Springfield, R. F. D.
Bernice Mary Brown.....	Springfield
David Ward Brown.....	Springfield
Edith Ingaborg Carlson.....	Witten
Agnes Estella Flyger.....	Viborg
Gladys Luella Flyger.....	Viborg
Bertha Fryda.....	Springfield
Albert Giedd.....	Avon
Helen Lucile Glasner.....	Springfield
Lorna Emily Guptill.....	Springfield, R. F. D.
Sidney Earl Guptill.....	Springfield, R. F. D.
William Webster Hill.....	Springfield
Urban William Holleman.....	Springfield, R. F. D.
Bertha Mae Hoogshagen.....	Parker
Grace Hornstra.....	Springfield, R. F. D.
Dora Ingaborg Johnson.....	Delmont
Esther Olivia Johnson.....	Corsica
Minnie Jonkers.....	Perkins
Mary Jane Kaftan.....	Tyndall
Richard Kibble.....	Springfield
Julia Louise Kreber.....	Springfield, R. F. D.
Christina Grace Kubal.....	Geddes
Anna Kuchta.....	Lesterville
Marie Agnes Leahy.....	Winner
Grace Emmaline Lee.....	Springfield
Bernice Vida Locke.....	Springfield, R. F. D.
Clarence Logterman.....	Springfield, R. F. D.
Elvira Alice Loken.....	Wagner
Ella Alice Lubbers.....	Tyndall
Helen Marie Mart.....	Wakonda

Julia McKenzie	Dallas
Clarice Jennie Monfore.....	Springfield
Edith Marie Nelson.....	Yankton
Myrtle Elva Nelson.....	Dante
Sylvia Edura Richter.....	Freeman
Winifred Robbenolt	Delmont
Minnie Wilhelmine Schroeder.....	Avon
Tobias Abraham Schultz.....	Avon
Rose Claire Sima.....	Dante
Lydia Steinmeyer	Avon
George Wilbur Taff.....	Springfield
Jane Truran Thomas.....	Perkins
William Christopher Thomas.....	Perkins
John Allen Turner.....	Springfield
Beatrice Lucile Udlinek.....	Tyndall
Lucille Virginia Vandall.....	Lake Andes
Frances Carolina Van Haitsma.....	Springfield, R. F. D.
Josephine Evangeline Vyborny.....	Tabor
Harriet Bertha Walpole.....	Springfield
Helen Harriet Welch.....	Letcher
Hazel Rebecca Ziegler.....	Delmont

First Year

Glenora Christine Anderson.....	Kirley
Alfred James Benesh.....	Tyndall
Catheryn Hamilton Bennett.....	Springfield
Vera Gertrude Billings.....	Geddes
Paul Kruger Boschma.....	Springfield
Vivian Leida Brown.....	Scotland
Anna Gertrude Burma.....	Avon
Johanna Wilhelmina Buss.....	Marion
Anna Sophie Buus.....	Wagner
Christena Marie Buus.....	Wagner
Helen Harriet Byrne.....	Tabor
Kathryn Frances Clemens.....	Lake Andes
Marie Loretto Costello.....	Wagner
Cecial Catherine Cotter.....	Burke
Sylvia Marie Crow.....	Springfield, R. F. D.
Anna Laura Cunningham.....	Springfield
Lillian Clarice Curl.....	Springfield, R. F. D.
Marie Margaret Davis.....	Scotland
Clara Louise Dawes.....	Tyndall
Ella Mary Dawes.....	Tyndall
Anna Marie Dempster.....	Springfield, R. F. D.
Nellie Cornelia De Roos.....	Springfield, R. F. D.

Beatrice Elizabeth Dinneen.....	Mission Hill
Marion Isabella Duguid.....	Springfield
Emily Dvoracek	Tabor
Dirk Ebeling.....	Springfield, R. F. D.
Louise Viola Eberle.....	Olivet
Peter Eberle	Olivet
Alwina Amalie Erck.....	Tripp
Emmet Ivan Galer.....	Springfield
Hazel Christena Glassing.....	Centerville
Henry Goeken	Scotland
Wheeler Platte Halsey.....	Springfield, R. F. D.
Eva Mildred Hanson.....	Oacoma
Alice Bernadina Harrington.....	Armour
Rachel Gertrude Holleman.....	Springfield, R. F. D.
Dorothy Clara Huitema.....	Springfield, R. F. D.
Gladys Reba Ike.....	Herrick
Irene Henrietta Johnson.....	Springfield
Ruth Dorothy Johnson.....	Delmont
Mary Dena Johnston.....	Scotland
Elsie Jonkers	Perkins
Josephine Frances Kadlec.....	Tyndall
Emil Mathas Kaftan.....	Tyndall
Milo John Kramar.....	Tabor
Frances Margaret Kreber.....	Tyndall
Lawrence Herman Kreber.....	Tyndall
Napoleon August Kreber.....	Springfield, R. F. D.
Cecelia Margretha Larson.....	Howard
Erma Gladys Larson.....	Corsica
Myrtle Treava Larson.....	Corsica
Dora Logterman.....	Springfield, R. F. D.
Agnes Ethel Lynch.....	Burbank
Joseph Mader.....	Lake Andes
Hazel Lorene Marks.....	Tyndall
Mae Ada Markus.....	Harrison
Vera Isabell McConnell.....	Avon
Ella Ann McNeely.....	Avon
Louise Johanna Meier.....	Avon
Fred Paul Millar.....	Dante
Elsie Margaret Miller.....	Tripp
Helena Margrethe Nelson.....	Tabor
Rita Clara Nippell.....	Niobrara, Neb.
Michael Leroy O'Donnell.....	Springfield
Mable Olson	\$... Millboro
Edward Daniel Perry.....	Springfield
Claudia Elinor Phillipson.....	Dallas

Norma Leone Phillipson.....	Dallas
Florence Idella Price.....	Yankton
Myrtle Marie Radway.....	Topbar
Amelia Rehurek	Tabor
Winona Riggs.....	Santee, Neb.
Elfreda Narene Romey.....	Dante
Violet Georga Schneller.....	Springfield
Ruth Elsie Sjoblom.....	Hamill
Austin Harry Slasor.....	Springfield, R. F. D.
Otto William Slasor.....	Springfield, R. F. D.
Helen Ruth Slattery.....	Springfield
Edna M. Slear.....	Yankton
Lydia Henrietta Sneider.....	Scotland
Margaret Talsma	Perkins
Anna Agnes Tank.....	Yankton
Emma Clare Teeters.....	Springfield, R. F. D.
Esther Tendolle.....	Springfield, R. F. D.
Lorene Thomas	Alcester
Tony Tinkelenberg	Corsica
Florence Maebelle Tuinstra.....	Avon
William Roy Van Gerpen.....	Avon
Helen Hortense Verzani.....	Delmont
Lucy Lillian Verzani.....	Delmont
Leroy Wilbert Vilhauer.....	Tyndall
Sylvia Wales	Dixon
Anna Wagner.....	Springfield, R. F. D.
Joseph Waldner	Tabor
Charles Gilmore Warner.....	Springfield

Special Commercial Students

Ida Arendtje Bakker.....	Avon
Della Arvilla Coate.....	Springfield
Genevieve Vera Coate.....	Springfield
Cecial Catherine Cotter.....	Burke
Frank Den Beste.....	Corsica
Agnes Estella Flyger.....	Viborg
Henry Goeken	Scotland
Grace Lillian Hartman.....	Springfield
Samuel James Henderson.....	Springfield
John Ell Hilzinger.....	Everett, Wash.
Arthur Lynn Kibble.....	Springfield
Richard Kibble	Springfield
Julia Louise Kreber.....	Springfield, R. F. D.
Cecelia Mae Michel.....	Springfield
Hartzell Clayton Mills.....	Springfield

Rita Clara Nippell.....	Niobrara, Neb.
Alois Robert Petrik.....	Tabor
Florence Idella Price.....	Yankton
Elfreda Narene Romey.....	Dante
George Wilbur Taff.....	Springfield
Chester Bryan Truesdell.....	Springfield
Frank Harold Wagner.....	Springfield, R. F. D.
Arthur William Watwood.....	Dallas
Elsie Lillian Zelenka.....	Running Water

Special Domestic Science and Art Student

Ella Jennie Oelrich.....	Springfield, R. F. D.
--------------------------	-----------------------

Special Gymnastic Students

Carrie Bridgman	Springfield
Vira M. Crawford.....	Springfield
Elizabeth Dryden	Springfield
Jennie Edna Dykstra.....	Running Water
Almeda Echelberger	Springfield
Mary Echelberger	Springfield
Minnie Elskamp.....	Springfield
Mabel Flavin	Springfield
Lilah Ruth Kincaid.....	Lincoln, Neb.
Edith Perry	Springfield
Elsie May Slasor.....	Springfield, R. F. D.

Special Music Students

Piano

Vera Gertrude Billings.....	Geddes
Minnie Beatrice Bowles.....	Wewela
Blanche Eleanor Buck.....	Springfield, R. F. D.
Elsie Kathryn Burbeck.....	Avon
Sunbeam Burton.....	Santee, Neb.
Johanna Wilhelmina Buss.....	Marion
Christina Marie Buus.....	Wagner
Helen Harriet Byrne.....	Tabor
Edith Ingaborg Carlson.....	Witten
Anna Chladek.....	Niobrara, Neb.
Grace Berenice Cooper.....	Walworth, Wis.
Cecial Catherine Cotter.....	Burke
Florence Crosley.....	Santee, Neb.
Margaret Davis	Scotland
Clara Louise Dawes.....	Tyndall
Ella Mary Dawes.....	Tyndall

Irene Johanna De Beer.....	Harrison
Jennie De Haan.....	Harrison
Nellie Cornelia De Roos.....	Springfield, R. F. D.
Elizabeth Dryden.....	Springfield
Eleanor Groot Duguid.....	Springfield
Marion Isabella Duguid.....	Springfield
Robert Hervey Duguid.....	Springfield
Emily Dvoracek	Tabor
Agnes Estella Flyger.....	Viborg
Mary Elizabeth Furrow.....	Parkston
Hazel Christena Glassing.....	Centerville
Ruth Olga Gretschmann.....	Springfield, R. F. D.
Lillian Elizabeth Heineman.....	Alexandria
Carrie Blanche Hitchcock.....	Springfield
Rachel Gertrude Holleman.....	Springfield, R. F. D.
Bertha Mae Hoogshagen.....	Parker
Grace Hornstra.....	Springfield, R. F. D.
Mary Dena Johnston.....	Scotland
Elsie Jonkers	Perkins
Josephine Kadlec	Tyndall
Elsie Josephine Kaftan.....	Tyndall
Mary Jane Kaftan.....	Tyndall
Caroline Magdelyn Kreber.....	Springfield, R. F. D.
Frances Margaret Kreber.....	Tyndall
Anna Kuchta	Lesterville
Hazel Katherine Lancaster.....	Dallas
Myrtle Treava Larson.....	Corsica
Marie Agnes Leahy.....	Winner
Lulu Maude Leavens.....	Stickney
Rose Elvira Lindgren.....	Fairfax
Dora Logterman.....	Springfield, R. F. D.
Elvira Loken	Wagner
Viola Loken.....	Wakner
Cecelia Marie Lucas.....	Newell
Grace Louise Lucas.....	Newell
Harriet Rebecca Mahaffa.....	Millboro
Hazel Lorene Marks.....	Tyndall
Mae Ada Markus.....	Harrison
Helen Marie Mart.....	Wakonda
Vera Isabell McConnell.....	Avon
Julia McKenzie	Dallas
Louise Johanna Meier.....	Avon
Henrietta Dorothy Michel.....	Springfield
Elsie Margaret Miller.....	Tripp
Marguerite Henrietta Miller.....	Tabor

Hartzell Clayton Mills.....	Springfield
Hazel Gladys Mills.....	Springfield
Clarice Jennie Monfore.....	Springfield
Howland Swift Monfore.....	Springfield
Edith Marie Nelson.....	Yankton
Helena Margrethe Nelson.....	Tabor
Myrtle Elva Nelson.....	Dante
Claudia Elinor Phillipson.....	Dallas
Norma Leone Phillipson.....	Dallas
Elizabeth Harriet Provost.....	Springfield
Florence Idella Price.....	Yankton
Myrtle Marie Radway.....	Topbar
Floyd Omer Rains.....	Springfield, R. F. D.
Sylvia Edura Richter.....	Freeman
Violet Georga Schneller.....	Springfield
Ruth Elsie Sjoblom.....	Hamill
Tobias Abraham Schultz.....	Avon
Floyd Slasor.....	Springfield, R. F. D.
Edna M. Slear.....	Yankton
Dorothy Violet Speakman.....	Springfield, R. F. D.
Anna Genevieve Sykora.....	Wagner
Clarence Talsma.....	Perkins
Jane Truran Thomas.....	Perkins
Lorene Thomas.....	Alcester
Beatrice Lucile Udlinek.....	Tabor
Lucille Virginia Vandall.....	Lake Andes
William Roy Van Gerpen.....	Avon
Clara Mate Wallace.....	Springfield
Harriet Bertha Walpole.....	Springfield
Marie Elizabeth Wandscheer.....	Springfield, R. F. D.
Charles Gilmore Warner.....	Springfield
Mary Warner.....	Springfield
Eduard Lang Wenzlaff.....	Springfield
Myra Roxy Wenzlaff.....	Springfield
Wilbur Gustav Wenzlaff.....	Springfield
Hazel Rebecca Ziegler.....	Delmont

Voice

Rena Bakker.....	Avon
Sunbeam Burton.....	Santee, Neb.
Jennie Edna Dykstra.....	Running Water
Herbert Harold Goodenough.....	Springfield
Clare Theresa Holleman.....	Springfield, R. F. D.
Julia Louise Kreber.....	Springfield, R. F. D.
Cecelia Marie Lucas.....	Newell

Grace Louise Lucas.....	Newell
Esther Ada Markus.....	Harrison
Mae Ada Markus.....	Harrison
Mildred Lillian Michel.....	Springfield
Lida Berthilda Nelson.....	Delmont
Claudia Elinor Phillipson.....	Dallas
Tobias Abraham Schultz.....	Avon
Julia Newell Treat.....	Springfield
Grace Tupper	Springfield
Josephine Evangeline Vyborny.....	Tabor
Myra Roxy Wenzlaff.....	Springfield

Violin and Cello

Alfred James Benesh.....	Tyndall
Marion Isabella Duguid.....	Springfield
Harold Alexander Hansen.....	Tea
Carl Hartman (Horn).....	Springfield
John Henry Neeman.....	Lennox
Tobias Abraham Schultz.....	Avon
Elmer James Spurrell.....	Springfield, R. F. D.
William Roy Van Gerpen.....	Avon
Ernest Edward Walkes.....	Avon
Helen Harriet Welch.....	Letcher
Wilbur Gustav Wenzlaff.....	Springfield

SUMMER SCHOOL STUDENTS

Ellen Olga Aasby.....	Holabird
Hazel Abbott	Tabor
Alice Jane Baker.....	Avon
Ida Arendtje Bakker.....	Avon
Martha Becker	Scotland
Josephine Benesh	Tyndall
Fred Biitler	Tabor
Grace Edna Brandt.....	Avon
Ellen Brennan	Tyndall
Vivian Leila Brown.....	Scotland
Susie Burgstahler	Tyndall
Anna Burma	Avon
Sunbeam Burton.....	Santee, Neb.
Maude Bussey	Tyndall
Cora Barrett Butterfield.....	Parker
Alice Maud Chivers.....	Carter

Anna Chladek.....	Verdigre, Neb.
Kathryn Frances Clemens.....	Lake Andes
Genevieve Vera Coate.....	Springfield
Mary S. Cooley.....	Tabor
Ida Melvina Cooper.....	Polson, Mont.
Florence Cecelia Crosley.....	Santee, Neb.
Eva Elizabeth Crow.....	Springfield, R. F. D.
Nora E. Davis.....	Scotland
Jennie De Haan.....	Harrison
Beatrice Elizabeth Dinneen.....	Mission Hill
Raymond Elbert Dougherty.....	Okaton
Eleanor Duguid	Springfield
Marion Isabella Duguid.....	Springfield
Robert Hervey Duguid.....	Springfield
Dirk Ebeling.....	Springfield, R. F. D.
Rose Eberle	Olivet
Alwina Amalie Erck.....	Tripp
Jessie Eringa.....	Running Water
Pierre James Fisher.....	Tyndall
Hulda Graber	Freeman
Alex M. Geist.....	Tyndall
Albert Giedd	Avon
Arthur Glassing	Centerville
Esther Karolina Getschmann.....	Springfield, R. F. D.
Lenora Rosette Groeneveld.....	Tea
Della Amy Gunn.....	Scotland
Leota Gunn	Scotland
Marguerite Jane Gunn.....	Scotland
Marie Emily Gunn.....	Scotland
Daisy Dagmar Hansen.....	Hurley
Carl Hartman	Springfield
Lassara Ruth Hartman.....	Springfield
Margaret Ethel Harty.....	Dante
Bertha Herdeman	Avon
Harriet Geraldine Hornstra.....	Dante
Grace Huisman	Scotland
Swannie Huisman	Scotland
Esther Bard Jaquays.....	Burke
Margaret Roberta Jaquays.....	Gettysburg
Edna Mae Johnson.....	Avon
Josephine Jones	Springfield
Clara Kadlec	Scotland
Josephine Frances Kadlec.....	Scotland
Gladys Evelyn Kibble.....	Springfield
Josephine Klosterman.....	Tabor

Julia Burnell Knutson.....	Centerville
Katheryn Kreycik	Tyndall
Rose Elizabeth Kreycik.....	Tyndall
Anna Kuchta	Lesterville
Florence Oretta Larson.....	Geddes
Susie Lefers	Harrison
Rose Elvira Lindgren.....	Fairfax
Ruth Linka	Tyndall
Alice May Little.....	Wagner
Elvira Loken	Wagner
Viola Loken	Wagner
Katheryn Long	Scotland
Anita Lucas	Lemmon
Marie Lucas	Newell
Katherine Malone.....	Running Water
Doris Marks	Tyndall
Ella May Maxwell.....	Burbank
Ellen Lucile Maxwell.....	Running Water
Adele McBurney	Tyndall
Catherine Lavina McCollum.....	Springfield, R. F. D.
Agnes MacNaughton.....	Battle Creek, Mich.
Elma Clarissa Melick.....	Springfield, R. F. D.
Josephine Metzner	Tripp
Margaret Metzner	Tripp
Cecelia Mae Michel.....	Dixon
Addie Lucile Mills.....	Fairfax
Kathryn Murphy	Tyndall
Bess Nedved	Tyndall
Andrea Nelson	Tabor
Beulah Viola Nelson.....	Wakonda
Marie Magdeline Nepodal.....	Academy
Florence Iva Newell.....	Beresford
James Milo Pattee.....	Arlington
Nest Valjean Pattee.....	Scotland
Leoti Muriel Patrick.....	Wheeler
Lula Paulson	Platte
Albina Laura Pekash.....	Tripp
Lillian Plumb	Tyndall
Anna Qualm	Platte
Amelia Reichert.....	Wessington Springs
Nina Richards.....	Juneau, Wis.
Winona Riggs.....	Santee, Neb.
Rose Rist	Centerville
Nell Ryan	Tyndall
William Searcliff.....	Monrovia, Kan.

Ruth Augustina Schafer.....	Scotland
Violet Margaret Schneider.....	Tyndall
Minnie Wilhamene Schroeder.....	Avon
Ane Petrea Schultz.....	Ethan
Agnes Mable Shaver.....	Springfield, R. F. D.
Rose Claire Sima.....	Dante
Dena Evelyn Sneider.....	Scotland
Emma Sneider	Scotland
Marie Hermaina Sneider.....	Scotland
Mary E. Sparks.....	Colome
Mary Anna Spear.....	Draper
Phillip Spence	Marion
Ida Spurrell	Springfield
Gabriella Srstka	Tyndall
Lydia Steinmeyer	Avon
Emma Susie Stemmerman.....	Chamberlain
Francess May Swihart.....	Dolton
Myrtle May Taff.....	Springfield
Grace Gray Thomas.....	Perkins
Mary Ellen Thornton.....	Tyndall
Margie Treat	Springfield
Louise Trutnovsky	Scotland
Grace Catherine Tupper.....	Springfield
Beatrice Lucile Udlinek.....	Tabor
Thomas Jackson Utterback.....	Belvidere
Elizabeth Johanna van den Berge.....	Corsica
Minnie Louise Vogt.....	Bridgewater
Josephine Evangeline Vyborny.....	Tabor
Anna Wagner.....	Springfield, R. F. D.
Nina Marie Wagner.....	Springfield, R. F. D.
Joseph Waldner	Tabor
Robert Eugene Walpole.....	Springfield
Lester John Ward.....	Canistota
Ada Lavina Watwood.....	Kingsburg
Eduard Lang Wenzlaff.....	Springfield
Myra Roxy Wenzlaff.....	Springfield
Elizabeth Williams	DeSmet
Adeline Wipf	Freeman
Alice Wipf	Freeman
Blanche Wood	Springfield

SUMMARY OF ATTENDANCE

Senior (sixth year) students.....	20
Junior (fifth year) students.....	32
Fourth year students.....	31
Third year students.....	48
Second year students.....	52
First year students.....	95
Special commercial students.....	24
Special domestic science and art student.....	1
Special gymnastic students.....	11
Special piano students.....	97
Special vocal students.....	18
Special violin and cello students.....	11
Summer normal school students.....	146
<hr/>	
Total	586
Counted more than once.....	203
<hr/>	
Net total.....	383

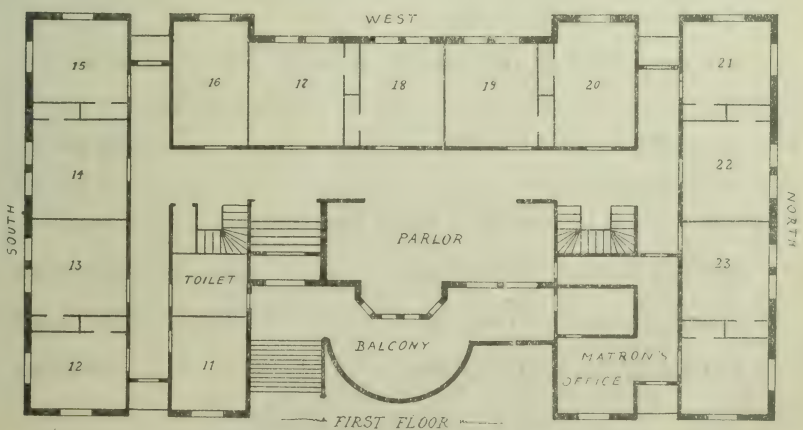
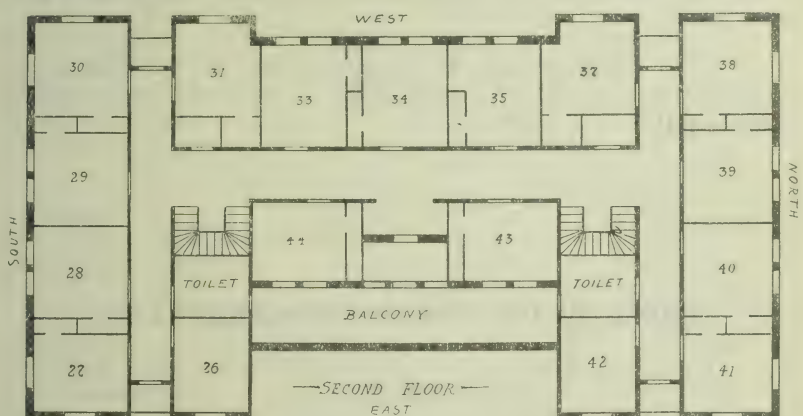
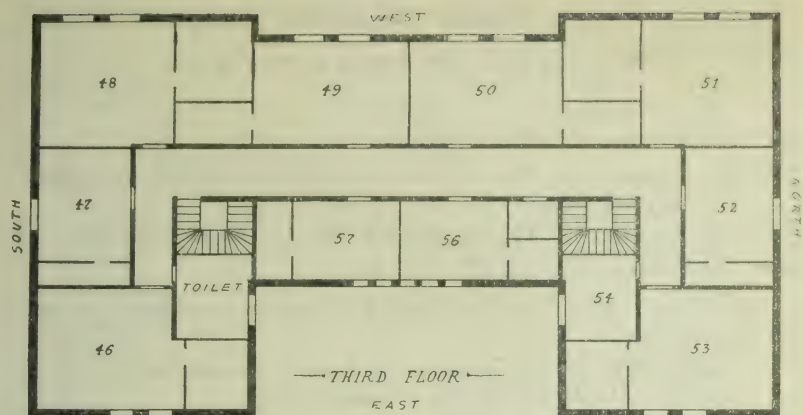
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PLAN OF ROOMS—SUMMIT HALL

PRICES OF ROOMS

in Summit Hall per week for each person.

30c for Rooms 22, 23, 39, 40, 52.

40c for Rooms 11, 16, 17, 18, 19, 20, 26, 31, 33, 34, 35, 37, 42, 46, 48, 49, 50, 51, 53, 54.

50c for Rooms 13, 14, 21, 28, 29, 38, 43, 44, 47, 56, 57.

60c for Rooms 12, 15, 27, 30, 41.

For the Summer Quarter all rooms are 50c for each person a week.

Rooms 46, 48, 51, 53 are for four persons each;

Rooms 49, 50 for three persons each;

Room 54 for one person; all other rooms for two persons each.

Note: **Each** person desiring a room reservation is required to deposit \$1.00, which will be returned, when room rent is paid.

ORDER BLANK FOR ROOM RESERVATION

....., 19.....
Place Date

State Normal School,
Springfield, S. Dak.

Inclosed find \$1.00 (check, money order, currency) for which please reserve a place for me in Room No., atc per week, for the.....Term (or Quarter) beginning..... In case the room has been reserved, I have the following choices:

Second Choice: Room No., atc per week.

Third Choice: Room No., atc per week.

Fourth Choice: Room No., atc per week.

.....
Name in full

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1917-18

Vol. VIII

JUNE 1918

No. 1

State Normal School

QUARTERLY

SPRINGFIELD
SOUTH DAKOTA

FEB 1 1921

Catalog Number 1917-18
with
Announcements for 1918-1919

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JUL 15 1918

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Main Building



Science Hall



Campus View Summit Hall

State Normal School

QUARTERLY

Springfield, South Dakota

Containing the

Twenty-first Annual Catalog

For the Year 1917-1918

AND

Announcements for 1918-1919

REGENTS OF EDUCATION

AUGUST FRIEBERG, Beresford...Term expires Jan. 1, 1919
FRANK ANDERSON, WebsterTerm expires Jan. 1, 1919
J. W. CAMPBELL, HuronTerm expires Jan. 1, 1921
T. W. DWIGHT, Sioux FallsTerm expires Jan. 1, 1921
T. D. POTWIN, LemmonTerm expires Jan. 1, 1923

OFFICERS OF THE BOARD

T. W. DWIGHT, President.....Sioux Falls
AUGUST FRIEBERG, Vice-PresidentBeresford
I. D. ALDRICH, Secretary.....Big Stone City
G. H. HELGERSON, State Treasurer.....
.....Treasurer Ex-Officio. Pierre

STANDING COMMITTEE

AUGUST FRIEBERG

T. W. DWIGHT

M. E. FITES,

Secretary of the State Normal School at Springfield

CALENDAR

1918-'19

Twenty-second School Year

SUMMER QUARTER, 1918 (12 weeks)

First Term (6 weeks)

May 27, Monday—Opening of first term of Summer Quarter.
Registration and Enrollment Day.

June 29, Saturday—Close of first term.

Second Term (6 weeks)

July 1, Monday—Opening of second term. Registration and
Enrollment Day.

August 3, Saturday—Close of Summer Quarter.

FALL QUARTER, 1918 (12 weeks)

September 24, Tuesday—Opening of Fall Quarter. Registra-
tion and Enrollment Day.

December 17, Tuesday—Close of Fall Quarter.

WINTER QUARTER, 1919 (12 weeks)

January 6, Monday—Opening of Winter Quarter. Registra-
tion and Enrollment in Forenoon.

March 28, Friday—Close of Winter Quarter.

SPRING QUARTER, 1919 (12 weeks)

April 2, Wednesday—Opening of Spring Quarter. Registra-
tion and Enrollment in Forenoon.

June 24, Tuesday—Twenty-second Annual Commencement.
Close of Spring Quarter.

FACULTY

1917-'18

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid*; graduate student Chicago Seminary, University of Chicago. University of Berlin and University of Leipzig, Germany.

Psychology and Education

HERBERT H. GOODENOUGH, A. M., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin College; A. M., *ibid*.

History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director
A. B., Oberlin College.

Mathematics

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University of Indiana; A. M., *ibid*; graduate student University of Wisconsin.

English

HARRY SHERMAN STEIN, A. B., Di. M.
A. B., State University of Iowa; Di. M., Iowa State Teachers' College.

Review Branches and Biology

GRACE BERENICE COOPER, A. M.
A. B., Beloit College; A. M., University of Wisconsin.

Public Speaking and English

NINA B. HUYCK, B. S.
B. S., State College.

Drawing, and Domestic Science and Art (Fall Quarter)

HERMANN J. KAUFMANN, A. B., Registrar.
Graduate Real-Gymnasium, Leer, and Teachers' Seminary, Aurich; Hospitant University of Goettingen, Germany; A. B., Iowa State Teachers' College; graduate student University of S. Dak.

Modern Languages

LILAH R. KINCAID, B. Mus.

B. Mus., University School of Music, Lincoln, Neb.; graduate student, *ibid.*

Violin and Piano

OLIVE M. EDDY, A. B.

A. B., Beloit College; graduate student Beloit College and University of Chicago.

Latin

PHOEBE A. PARKYN, B. Accts.

B. Accts., Hillsdale College.

Bookkeeping and Shorthand

LILLIE HOLTH

Graduate Teachers' Course, Chicago Musical College; pupil of Esther Gustafson.

Piano

VERNON CULP, A. M., Principal Training Department

Graduate Kalamazoo State Normal School; A. B., University of Michigan; A. M., *ibid.*

Methods and Education

EDITH G. BEAVER.

Student Oberlin Conservatory; graduate Oxford (Ohio) College of Music; graduate Perfield Music School, Public School Music Department; private student of Sander Radanovitz; student of National Summer School.

Voice

EDWIN F. SANDERS, B. S.

B. S., Beloit College; graduate student University of Wisconsin.

Physics and Chemistry

RUTH L. RIFENBARK.

Student Yankton College Commercial Department.

Penmanship and Typewriting

FLORENCE E. NORD, B. S.

B. S., South Dakota State College; student Chicago Academy of Fine Arts.

Domestic Science and Art

(Since December 3, 1917)

LILLIE S. COOPER,

Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.; student Northern Illinois State Normal School.

Primary Critic

GRAN J. HOUSE

Graduate State Normal School, Springfield; student University of Chicago.

Manual Training

HELEN C. PATTEE

Student Northern Indiana Normal University.

Second Primary Critic

MARY ELIZABETH WOOD

Assistant Grammar Critic

S. MARGARET PROVOST

Student University of Southern California and Iowa State Teachers' College.

Grammar Critic

MATHILDE W. DE BECK

Student Iowa State Teachers' College.

Intermediate Critic

MRS. A. F. KELSEY, Matron of Summit Hall

SPECIAL SUMMER SCHOOL INSTRUCTORS

W. D. HANSON, B. Di.

B. Di., Highland Park College; graduate student University of S. Dak.

Civics and Physiology

HARRIET C. RIGGS

Graduate New England Conservatory of Music.

Music

MAUDE E. FITES

Graduate Ferris Institute, Big Rapids, Michigan, and of State Normal School, Springfield.

Commercial Branches

EDNA J. BUSHNELL, B. S.

B. S., South Dakota State College; B. S., Teachers' College, Columbia University.

Domestic Science and Art

LLOYD FRANKLIN METZLER, A. B., M. S.

A. B., Kansas State Normal School; M. S., Kansas State Agricultural College.

Science

ARTHUR B. CARR, A. M.

A. B., Albion College; A. M., University of Michigan.

Physical Sciences

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the State Legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and auditorium.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished thruout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety-one young women. Each room is furnished with bedsteads, springs, mattresses, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. In order to secure a place therein, it is advisable to make early reservations on blanks provided for this purpose. (See insert in the back.) After Summit Hall is filled, young ladies will be assisted in getting rooms in private homes.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of forty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and ornamental trees are thriving on the campus. Baseball, football and basket-ball grounds and tennis courts have been laid out

to give the students a better opportunity for healthful, outdoor exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings and motor power for the laundry, kitchen, etc. A Blau-gas plant is connected with all the laboratories.

TEXTBOOKS

All textbooks needed by students in the School may be purchased of the textbook department. Second-hand textbooks may be secured at reduced prices.

EXPENSES

Tuition and Fees—Each student is required to pay \$4 tuition per quarter. Tuition for the summer quarter is \$5 for each term of six weeks. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, and orchestra.

Tuition to students taking the commercial work exclusively is the same as to those taking the normal courses.

A fee of \$1 a quarter is charged for the use of a type-writer one hour daily.

A fee of \$3.00 per quarter for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per quarter for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practise purposes at \$1 a quarter, on the basis of one hour's practise daily.

A fee of \$3 per quarter is charged for weekly half-hour special lessons in public speaking.

A small fee is charged those working in laboratories and shop.

A tardy enrollment fee of twenty-five cents per day is charged to all that enroll subsequent to the regular day announced for that purpose, but the tardy enrollment fee will in no case exceed one dollar and fifty cents.

All fees and tuitions are payable in advance at the beginning of each quarter or term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards, payable in advance for one quarter. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. A deposit of one dollar is required for the reservation, which will be returned when the room rent is paid.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages \$3.00 a week, payable in advance each week.

SUMMARY OF EXPENSES

Tuition—

Fall Quarter (12 weeks).....	\$4.00
Winter Quarter (12 weeks)	4.00
Spring Quarter (12 weeks).....	4.00
Summer Quarter—	
First Term (6 weeks).....	5.00
Second Term (6 weeks).....	5.00
Private Piano Lessons (12 weeks) (One lesson per week)	3.00
Private Voice Lessons (12 weeks) (One lesson per week)	4.20
Private Violin Lessons (12 weeks) (One lesson per week)	4.20
Private Public Speaking Lessons (One lesson per week for 12 weeks)	3.00
Chemistry fee (12 weeks)	1.50
Domestic Science fee (12 weeks)	1.00
Typewriter rent (One hour per day for 12 weeks) ..	1.00
Piano rent (One hour per day for 12 weeks).....	1.00
Tardy enrollment, per day.....	.25
(Total tardy enrollment fee never to exceed \$1.50)	

Room Rent, Summit Hall—

Prices of rooms are per week for each person:

Rooms 22, 23, 39, 40, 52.....	\$.30
Rooms 11, 16, 17, 18, 19, 20, 26, 31, 33, 34, 35, 37, 42, 46, 48, 49, 50 51, 53, 54.....	.40
Rooms 13, 14, 21, 28, 29, 38, 43, 44, 47, 56, 57.....	.50
Rooms 12, 15, 27, 30, 41.....	.60

The estimated expenses for a whole year are as follows:

Tuition for 36 weeks.....	\$ 12.00
Room rent at 40 cents.....	14.40
Board at Dining Club.....	108.00
Text-Books, about	15.00
Total.....	<hr/> \$149.40

PROVISION FOR TUITION FOR EIGHTH GRADE GRADUATES

Eighth grade graduates from districts not maintaining a high school will have their tuition at the Normal School provided for by the home school district. Such students pay their tuition at the State Normal School and receive a receipt therefor. When this receipt is presented to the school officers of the home district, they will reimburse the student for the amount of tuition paid, as provided for in the Session Laws of South Dakota for 1911, Chapter 137.

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the fourth year of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's and a Young Men's Christian Association, an athletic association, two literary societies, a debating club, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a **second grade teacher's certificate** from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a **first grade teacher's certificate**.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a **state teacher's certificate** and, after forty months' teaching experience, to a **state teacher's life diploma**.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano, violin, and vocal music, and public speaking. (See Business and Music Courses.)

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the first year all the subjects listed are required. In the other years some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students selecting Latin or any of the Modern languages are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

Leading to a Second Grade Teacher's Certificate

FIRST YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Writing	3	Reading	5	Literature	5
Orthography	2				
Arithmetic I	5	Arithmetic II	5	Arithmetic III or Bookkeeping ...	5
Eng. Grammar I ..	5	Eng. Grammar II ..	5	Eng. Grammar III.	5
Physiology	5	Geography	5	U. S. History	5

SECOND YEAR

Natural Science I (General)	5	Natural Science II (Geology)	5	Natural Science III (Physiography) .	5
Drawing I	5	Public School Music I	3	Public School Music II	3
		Ethics I	2	Ethics II	2
		School Management	2	School Management	2
		Practise Teaching .	2	Practise Teaching .	2
Civil Government .	5	Current Events ...	1	S. D. History	1
Elective	5	Elective	5	Elective	5

INTERMEDIATE NORMAL COURSE

Leading to a First Grade Teacher's Certificate

FIRST YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Algebra I	5	Algebra II	5	Algebra III	5
English I	5	English II	5	English III	5
Natural Science I (General)	5	Natural Science II (Geology)	5	Natural Science III (Physiography) .	5
Penmanship	3	Drawing I	5	Drawing II	5
Orthography	2				

SECOND YEAR

Plane Geometry I	5	Plane Geometry II.	5	Plane Geometry III 5	
English IV	5	English V	5	English VI	5
General or Ancient History I	5	General or Ancient History II	5	General or Ancient History III	5
Elective	5	Elective	5	Elective	5

THIRD YEAR

English VII	5	English VIII	5	English IX	5
American History I.	5	Am. History II	5	Civics I	5
Ethics I	2	Ethics II	2		
Public School Music I	3	Public School Music II	3	Physiology	5
Elective	5	Elective	5	Elective	5

FOURTH YEAR

Methods of Teaching	5	Rural Problems	5	Sociology	5
Teachers' Reviews Arithmetic	5	Teachers' Reviews Grammar	5	Teachers' Reviews Reading	2
				Geography	3
Psychology I	5	Current Events	1	S. D. History	1
Elective	5	Practise Teaching	4	Practise Teaching	4
		Elective	5	Elective	5

ADVANCED NORMAL COURSE

Leading to a State Teacher's Certificate and Life Diploma
(Presupposes the studies of first three years of Intermediate Course.)

FOURTH YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
English X	5	English XI	5	English XII	5
*Physics I	5	*Physics II	5	*Physics III	5
Electives	10	Electives	10	Electives	10

*Physics is required for Life Diploma.

JUNIOR YEAR

Psychology I (General)	5	Psychology II (Experimental)	5	Psychology III (Genetic)	5
Methods of Teaching	5	Rural Problems	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews	Teachers' Reviews	Teachers' Reviews
Arithmetic 5	Grammar 5	Reading 2
		Geography 3
Practise Teaching .15	Principles of Edu- cation 4	History of Educa- tion 4
	Current Events ... 1	S. D. History 1
	Electives10	Electives10

INTERMEDIATE COURSE FOR GRADUATES OF THE ELEMENTARY NORMAL COURSE

FIRST YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English IV 5		English V 5		English VI 5	
Algebra I 5		Algebra II 5		Algebra III 5	
Gen. History I 5		Gen. History II ... 5		Gen. History III .. 5	
Elective 5		Elective 5		Elective 5	

SECOND YEAR

English VII 5	English VIII 5	English IX 5
Plane Geometry I.. 5	Plane Geometry II . 5	Plane Geometry III 5
Psychology I 5	Rural Problems ... 5	Sociology 5
Practise Teaching . 5	Amer. History II .. 5	Drawing II 5

ADVANCED COURSE FOR GRADUATES OF THE INTER- MEDIATE NORMAL COURSE

JUNIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English X 5		English XI 5		English XII 5	
*Physics I 5		Physics II 5		Physics III 5	
Elective 5		Psychology II (Experimental) . 5		Psychology III (Genetic) 5	
Elective 5		Elective 5		Elective 5	

*Physics is required for Life Diploma.

SENIOR YEAR

Practise Teaching . 7	Principles of Education 4	History of Education 4
Electives13	Electives16	Electives16

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Leading to a First Grade Teacher's Certificate

(One Year)

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Methods of Teaching	5	Rural Problems ...	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Psychology I	5	Current Events ...	1	S. D. History	1
Elective	5	Practise Teaching .	4	Practise Teaching .	4
		Elective	5	Elective	5

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES

Leading to a State Teacher's Certificate and Life Diploma

JUNIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Psychology I (General)	5	Psychology II (Experimental) .	5	Psychology III (Genetic)	5
Methods of Teaching	5	Rural Problems ...	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practise Teaching .	15	Principles of Education	4	History of Education	4
		Current Events ...	1	S. D. History	1
		Electives	10	Electives	10

ELECTIVES

courses are electives in
not listed.

Spring Quarter

German Courses
Not Given
At Present

	Hrs.		Hrs.
	5	Latin III	5
	5	French III	5
	5	German III	5
	5	Public Speaking III	5
	5	Agriculture III	
	5	Horticulture and Gardening)	5
	4	Domestic Science III	4
		Household Chem-	
	1	istry III	1
	2	Gymnastics	2
	1	Special Inst. Music	1
	5	Latin VI	5
	5	German VI	5
	5	Modern History II	5
	5	Solid Geometry	5
		Biology III	
	5	(Physiology)	5
	5	Latin IX	5
	5	German IX	5
	5	History of Art and	
		Picture Study	5
	5	Manual Training III	5
	5	Latin XII	5
	5	German XII	5
	5	English XV	5
	5	Chemistry III	5
	5	Trigonometry II	5
Chemistry	I		
	5		
*Sociology or		*Sociology or	
Economics I	5	Economics II	5
Adv. Civics	5	Astronomy	5
Domestic Art I	5	Domestic Art II	5
Manual Training IV	5	Manual Training V	5
		Manual Training VI	5

*Required for Life Diploma.

COMMERCIAL COURSE

Leading to a Commercial Course Certificate

(Twenty hours per week may be chosen)

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Penmanship	3	Penmanship	3	Penmanship	3
Orthography	2	Orthography	2	Orthography	2
Bookkeeping I	5	Bookkeeping II	5	Bookkeeping III	5
Com. Arithmetic I	5	Com. Arithmetic II	5	Com. Arithmetic III	5
Com. Geography	5	Com. Correspond.	5	Commercial Law	5
Shorthand I	5	Shorthand II	5	Shorthand III	5
Typewriting	5	Typewriting	5	Typewriting	5
Business Practise	5	Business Practise	2	Business Practise	2

INTERMEDIATE COURSE**Leading to a Fi****Fall Quarter**

	Hrs.	
Methods of Teaching	5	Rural
Teachers' Reviews		Teach
Arithmetic	5	Gr.
Psychology I	5	Curre.
Elective	5	Practi
		Electiv

ADVANCED COURSE FOR**Leading to a State Teacher****JUNIOR****Fall Quarter****Winter**

	Hrs.		Hrs.
Psychology I (General)	5	Psychology II (Experimental) .	5
Methods of Teaching	5	Psychology III (Genetic)	5
Electives	10	Rural Problems ...	5
		Sociology	5
		Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
Practise Teaching .15		Principles of Education	4	Geography	3
		Current Events ...	1	History of Education	4
		Electives	10	S. D. History	1
				Electives	10

ELECTIVES

All required subjects in the normal courses are electives in courses in which they are not listed.

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Latin I	5	Latin II	5	Latin III	5
French I	5	French II	5	French III	5
German I	5	German II	5	German III	5
Public Speaking I..	5	Public Speaking II..	5	Public Speaking III	5
Agriculture I		Agriculture II (Animal Husbandry)	5	Agriculture III	
(Agronomy)	5			Horticulture and Gardening)	5
Domestic Science I.	4	Domestic Science II	4	Domestic Science III	4
Household Chemistry I	1	Household Chemistry II	1	Household Chemistry III	1
Gymnastics	2	Gymnastics	2	Gymnastics	2
Special Inst. Music.	1	Special Inst. Music.	1	Special Inst. Music.	1
Latin IV	5	Latin V	5	Latin VI	5
German IV	5	German V	5	German VI	5
Medieval History ..	5	Modern History I ..	5	Modern History II.	5
Algebra IV	5	Algebra V	5	Solid Geometry ...	5
Biology I (Botany)	5	Biology II		Biology III	
		(Zoology)	5	(Physiology) ...	5
Latin VII	5	Latin VIII	5	Latin IX	5
German VII	5	German VIII	5	German IX	5
Drawing III	5	Industrial Art	5	History of Art and Picture Study ...	5
Manual Training I.	5	Manual Training II	5	Manual Training III	5
Latin X	5	Latin XI	5	Latin XII	5
German X	5	German XI	5	German XII	5
English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II	5	Chemistry III	5
		Trigonometry I ...	5	Trigonometry II ..	5
*Sociology or		*Sociology or		*Sociology or	
Economics I . . .	5	Economics II ...	5	Economics III ...	5
Adv. Civics	5	Astronomy	5		
Domestic Art I ...	5	Domestic Art II ...	5	Domestic Art III ..	5
Manual Training IV	5	Manual Training V.	5	Manual Training VI	5

*Required for Life Diploma.

COMMERCIAL COURSE

Leading to a Commercial Course Certificate

(Twenty hours per week may be chosen)

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Penmanship	3	Penmanship	3	Penmanship	3
Orthography	2	Orthography	2	Orthography	2
Bookkeeping I	5	Bookkeeping II ...	5	Bookkeeping III ...	5
Com. Arithmetic I.	5	Com. Arithmetic II.	5	Com. Arithmetic III	5
Com. Geography ..	5	Com. Correspond.	5	Commercial Law ..	5
Shorthand I	5	Shorthand II	5	Shorthand III	5
Typewriting	5	Typewriting	5	Typewriting	5
Business Practise .	5	Business Practise .	2	Business Practise ..	2

OUTLINE OF SUBJECTS

ALGEBRA I—Positive and negative numbers; addition; subtraction; parentheses; simple equations; multiplication; division. Text: Hawkes-Luby-Touton's First Course in Algebra (Ginn).

ALGEBRA II—Special products and factoring; equations that can be solved by factoring; H. C. F.; L. C. M.; fractions; fractional equations. Text: Same as for Algebra I.

ALGEBRA III—Ratio and proportion; equations in two or more unknowns; graphs; exponents and radicals; square root; quadratic equations. Text: Same as for Algebra I.

ALGEBRA IV—Review of fundamental principles; advanced work in factoring; radicals and exponents: simultaneous quadratics and graphs; imaginaries. Text: Hawkes-Luby-Touton's Second Course in Algebra (Ginn).

ALGEBRA V—Progressions; logarithms; cube root; binomial theorem. Text: Same as for Algebra IV.

PLANE GEOMETRY I—Rectilinear figures. Text: Hart & Feldman's Plane Geometry (A. B. Co.).

PLANE GEOMETRY II—Circles; proportion; similar figures. Text: Same as for Plane Geometry I.

PLANE GEOMETRY III—Areas of polygons; regular polygons; measurement of the circle. Text: Same as for Plane Geometry I.

SOLID GEOMETRY I—Lines; planes; angles in space; polyhedral angles; polyhedrons. Text: Hart & Feldman's Solid Geometry (A. B. Co.).

SOLID GEOMETRY II—Polyhedrons; cylinders; cones; spheres. Text: Same as for Solid Geometry I.

TRIGONOMETRY I—Functions of the acute angles; use of various tables; the right angled triangle; functions of any angle. Text: Wentworth and Smith's Plane and Spherical Trigonometry (Ginn).

TRIGONOMETRY II—The oblique triangle; miscellaneous applications of trigonometry; graphs of functions; trigonometric equations; spherical triangles. Text: Same as for Trigonometry I.

ARITHMETIC I, II, and III—An advanced course; a thoro treatment of fractions, percentage and mensuration; other subjects as needed by the students. Text: Cook and Cropsey's New Advanced Arithmetic (Silver Burdett & Co.).

AGRICULTURE I—Agronomy. Study of soils and soil formation; the production of field crops; farm management, especially as related to crop rotations; laboratory study of laws of soil physics; type studies of the more important field crops; practise in scoring and grading grains. Text: Harris and Stewart's Principles of Agronomy (Macmillan), Gehris and James' One Hundred Exercises in Agriculture. Recitation: Three periods per week. Laboratory: Four periods per week.

AGRICULTURE II—Animal Husbandry. Study of types and breeds of farm animals; poultry and poultry management; dairying; judging of animals; feeds and feeding; computing of rations. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Harper's Animal Husbandry for Schools.

AGRICULTURE III—Horticulture and Gardening. Study of the principles of fruit growing, including plant propagation; care of orchards; spraying; marketing; packing; principles of vegetable gardening; practise in gardening; pruning; grafting. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Bailey's Principles of Fruit Growing (Macmillan).

ASTRONOMY—Observation and careful study of constellations; location of the important circles; observations to determine the movements of the planets. Text: Young's Lessons in Astronomy (Ginn).

BIOLOGY I—Botany. Studies in the propagation and development of simple and complex plants; the place and importance of plants in nature; analyses and classification of types of local flora. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Peabody and Hunt's Elementary Biology (Macmillan).

BIOLOGY II—Zoology. Study of anatomy, physiology, and economic relations of animals; developmental study of type forms of different classes of animal life; microscopic studies; animal dissection. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Biology I.

BIOLOGY III—Physiology. Physiology, anatomy and hygiene of the human body; composition, digestion, digestibility, energy values of foodstuffs; comparative physiology; special attention to hygiene and sanitation; bacteria, disease and public health. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Conn and Budington's Advanced Physiology and Hygiene (Silver, Burdett & Co.).

PHYSIOLOGY—For Elementary Normal Course students. Essential anatomy, applied physiology and practical hygiene. Text: Davison's Human Body and Health, Advanced (Am. Book Co.).

PHYSIOLOGY—For Intermediate Normal Course students. See Biology III.

CHEMISTRY I—Matter and energy; compounds and mixtures; oxygen; hydrogen; gas laws, the kinetic theory; formulas; equations and calculations; the three states of matter; hydrogen; peroxide and water; combining weights and atomic theory; carbon and carbon dioxide; nitrogen and the rare elements of the atmosphere; the atmosphere; solutions; the ionization theory; chlorine and hydrochloric acid; sodium and sodium hydroxide; acids, bases, salts, neutralization; valence. Recitation: Three periods per week. Laboratory: Four periods per week. Text: McPherson and Henderson's Elementary Study of Chemistry (Ginn).

CHEMISTRY II—Compounds of nitrogen; speed of reactions; equilibrium; sulphur, selenium, tellurium; the periodic law; the chlorine family; molecular weights and atomic weights; carbon monoxide; carbonic acid; the hydrocarbons; fuels, flames, electric furnaces; carbohydrates; alcohols; coal tar compounds; organic acids, fats, oil; the phosphorus family; silicon, titanium, boron; the colloidal state. Text: Same as for Chemistry I.

CHEMISTRY III—The metals; the alkali metals; soap; glycerine; explosives; the calcium family; fertilizers; the magnesium family; the aluminum group; aluminum silicates and their commercial application; the iron family; copper; mercury and silver; tin and lead; manganese and chromium; uranium, radium, thorium; the platinum metals and gold; some applications of the rare elements. Text: Same as for Chemistry I.

NATURAL SCIENCE I—General Science. Facts and laws governing the three parts of the earth: lithosphere, hydrosphere and atmosphere; elementary treatment of work and energy; brief survey of the work and uses of plants and animals in nature. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Caldwell and Eikenberry's General Science and Laboratory Manual (Ginn & Co.).

NATURAL SCIENCE II—Geology. The three aspects of geology; structural, dynamic and stratigraphic; study of the important elements of the earth's crust; investigations of the agencies at work in changing the earth; climate, wind, water, ice; the meaning and uses of fossils. Recitation: Five periods per week, supplemented by field trips and studies in local geology. Text: Tarr's Elementary Geology (Macmillan).

NATURAL SCIENCE III—Physiography. Physiography of continents, with special regard to that of the United States. Relation of physiography to climate and life; economic and social relations of mankind. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Tarr's New Physical Geography (Macmillan).

GEOGRAPHY—Treated politically and commercially; a survey of the United States and afterwards the rest of the world; map making. Text: Brigham and McFarlane's Essentials of Geography, Second Book (Am. Book Co.).

PHYSICS I—Introduction to physics; properties of matter; mechanics of solids; mechanics of fluids. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Hoadleys Essentials of Physics and Manual (A. B. Co.).

PHYSICS II—Gases; sound; heat; magnetism. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Physics I.

PHYSICS III—Electricity; light; radiations. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Physics I.

GENERAL HISTORY I—Ancient oriental civilizations; history of Greece. Text: Myers' General History (Ginn).

GENERAL HISTORY II—Rise, expansion, and fall of the Roman world; peoples and institutions of the Medieval period. Text: Same as for Gen. History I.

GENERAL HISTORY III—Principal events and characteristics of the Modern period. Text: Same as for Gen. History I.

AMERICAN HISTORY I—Periods of discovery, exploration, and colonization of America. Constitutional and social features of the colonial and revolutionary periods. Text: Forman's Advanced American History (Century Co.).

AMERICAN HISTORY II—Continuation of American History I. The national period of American history. Text: Same as for Am. History I.

MEDIEVAL HISTORY—Study of period from fall of Roman Empire to discovery of America. Text: Emerton's Medieval Europe (Ginn).

MODERN HISTORY I—Study of the period from the fall of the Byzantine Empire to the Congress of Vienna. Text: Robinson and Beard's Development of Modern Europe, Vol. I (Ginn).

MODERN HISTORY II—From the Congress of Vienna to the twentieth century. Text: Robinson and Beard's Development of Modern Europe, Vol. II (Ginn).

UNITED STATES HISTORY—The history of the country with special emphasis to chronological and geographical localization of events. Text: McLaughlin and Van Tyne's A History of the United States (Appletons).

SOUTH DAKOTA HISTORY—Principal events of South Dakota. Recitation: One period per week. Text: Robinson's Brief History of South Dakota (Am. Book Co.).

CURRENT EVENTS—A study of current events. Recitation: One period per week.

CIVIL GOVERNMENT—General principles of American system of government and its application; the responsibilities as citizen and voter. Text: Beard's American Citizenship (Macmillan).

CIVICS I—General principles of government; its historical foundations, development; civic duties; the teacher as leader in promoting civic ideals. Text: Ashley's *The New Civics* (Macmillan).

CIVICS II—Continuation of Civics I; the problems of municipal government. Text: Goodnow's *City Government in the United States* (Century Co.).

ECONOMICS I—Theories and principles of value as exemplified in the aspects of trade, rent, labor, interest, profits, etc. Text: Fetter's *Economic Principles* (Century Co.).

ECONOMICS II—Systems of money; banking; insurance; property rights; tariffs; taxation; wage system; industrial problems. Text: Fetter's *Modern Economic Problems* (Century Co.).

ECONOMICS III—Continuation of Economics II. Text: Same as for Economics II.

PSYCHOLOGY I—General. Character and scope of psychology; nature of consciousness and its relation to the body; mind functions; mental types and characters; mental measurements. Text: Wenzlaff's *The Mental Man* (Merrill).

PSYCHOLOGY II—Experimental. Methods and problems of experimental psychology. Text: Langfeld & Allport's *An Elementary Laboratory Course in Psychology* (Houghton Mifflin Co.).

PSYCHOLOGY III—Genetic. Development of mind from infancy to maturity; stages of development; nature of personality; formation of interest. Text: Kirkpatrick's *The Individual in the Making* (Houghton Mifflin Co.).

ETHICS I—Ethics as the science of character; the dynamic nature of character; the native tendencies; disposition, habits, tastes, personal and social ideals, conscience; nature of religion; cultivation of character. Text: Sisson's *The Essentials of Character* (Macmillan).

ETHICS II—Ethics as the science of conduct based on laws of our being; character the end of conduct; character, or moral development, aim of education; problem of moral education reduced to motive; motives as "regard" for self and others, knowledge and truth, right and duty, the beautiful and religion. Text: Schroeder's *The Psychology of Conduct* (Row, Peterson & Co.).

SOCIOLOGY I—Evolution of the family; marriage; divorce; population; city and rural life; immigration; the negro; poverty; crime. Text: Ellwood's *Sociology and Modern Social Problems* (A. B. Co.).

SOCIOLOGY II—Sociological theory and social evolution with emphasis on the psychological aspects of the subject. Text: Hayes' *Introduction to the Study of Sociology* (Appletons).

SOCIOLOGY III—Continuation of Sociology II. Text: Same as for Sociology II.

RURAL PROBLEMS—The demands of today for better understanding of the peculiar conditions and needs of the rural community and its school. Text: Cubberly's *Rural Life and Education* (Houghton Mifflin Co.).

ENGLISH I—Study of composition and elementary rhetoric, narration and description; paragraph development. Text: Brooks' *English Composition*, Book 1 (A. Book Co.). Reading: Scott's *Ivanhoe* (Macmillan).

ENGLISH II—Continuation of English I. Text: Same as for English I. Reading: Irving's *Sketchbook* (Macmillan).

ENGLISH III—Continuation of English II. Text: Same as for English I. Reading: Scott's *Lady of the Lake* (Houghton Mifflin).

ENGLISH IV—Study of composition and elementary rhetoric, exposition and argument. Text: Same as for English I. Reading: Tennyson's *Idylls of the King* (Macmillan).

ENGLISH V—Continuation of English IV. Text: Same as for English I. Reading: Goldsmith's *Vicar of Wakefield* (A. B. Co.). Addison and Steele's *Sir Roger de Coverly Papers* (Ginn).

ENGLISH VI—Continuation of English V. Text: Same as for English I. Reading: Dickens' *David Copperfield* (Burt); Shakespeare's *Julius Caesar* (A. B. Co.).

ENGLISH VII—Review of forms of discourse; technical parts of grammar and rhetoric. American literature, poetry, fiction, and essays. Periods in history of American literature: colonial, revolutionary, etc. Text: Thomas and Howe's *Rhetoric and Composition* (Longmans, Green); Halleck's *History of American Literature* (A. B. Co.); Newcomer's *Three Centuries of American Poetry and Prose* (Scott, Foresman).

ENGLISH VIII—Continuation of English VII. Text: Same as for English VII. Reading: Any one of Hawthorne's romances.

ENGLISH IX—Continuation of English VIII. Text: Same as for English VII. Reading: One novel by Holmes, one novel by contemporary writer.

ENGLISH X—Development of English literature; rise of literary forms; periods of literary history; formative influences. Text: Long's History of English Literature (Ginn); Newcomer's Twelve Centuries of English Poetry and Prose (Scott, Foresman).

ENGLISH XI—Continuation of English X. Text: Same as for English X.

ENGLISH XII—Continuation of English XI. Text: Same as for English X. Reading: One novel by Dickens, one by Eliot, one to be selected.

ENGLISH GRAMMAR I—Sentence structure and analysis. Text: Reed & Kellogg's Higher Lessons in English (Merrill).

ENGLISH GRAMMAR II—Continuation of English Grammar I. Text: Same as for English Grammar I.

ENGLISH GRAMMAR III—Study of parts of speech. Text: Same as for English Grammar I.

READING—Drill of phonetics; use of diacritical marks; oral reading. Text: Standard Classics (Ed. Publ. Co.).

LITERATURE—Intensive study of more difficult literary selections; helps to teachers. Text: Standard Classics (Ed. Publ. Co.).

FRENCH I—French phonetics; difficulties in pronunciation; elements of French grammar with special regard to the verb. Text: Walter-Ballard's Beginners' French (Scribners).

FRENCH II—Continuation of French I; special emphasis is placed on conversational French; easy prose composition. Text: Same as for French I.

FRENCH III—Reading and composition based on Merimee's Colomba.

GERMAN I—German phonetics; essentials of grammar; translation of easy German prose and poetry; formation of simple German sentences. Text: Allen and Phillipson's A First German Grammar (Ginn).

GERMAN II—Continuation of German I.

GERMAN III—Continuation of German II; review of essentials of German grammar.

GERMAN IV—Reading of little stories; syntax and German prose composition based on reading. Text: Gerstaecker's *Germelshausen*, Storm's *Immensee*, Seidel's *Der Lindenbaum* (Scott, Foresman).

GERMAN V—Reading: Eichendorff's *Taugenichts*. Prose composition; conversation.

GERMAN VI—Reading: Lessing's *Minna von Barnhelm*. Prose composition; conversation.

GERMAN VII—Reading: Freytag's *Die Journalisten*; Goethe's *Hermann und Dorothea*. Prose composition; conversation.

GERMAN VIII—Reading: Schiller's *Wilhelm Tell*. Prose composition; conversation.

GERMAN IX—Reading: Scheffel's *Der Trompeter von Saekkingen*. Prose composition; conversation.

GERMAN X—Study of Lyrics and Ballads.

GERMAN XI—Scientific German.

GERMAN XII—History of German literature, difficult masterworks.

LATIN I, II, and III—Inflectional forms and the simpler rules of syntax; special attention to pronunciation; vocabularies and derivatives; easy Latin reading and simple composition, followed later in the year by translation of Roman stories and other prose; comparison of English and Latin modes of expression; forms and constructions; chief aim a knowledge of the subject matter and its expression in smooth idiomatic English. Text: D'Ooge's *Latin for Beginners* (Ginn).

LATIN IV, V, and VI—Caesar's *Gallic War*, Books I, II, III, and IV, after which either the *Gallic War* is continued or followed by selections from Caesar's *Civil War*; syntax and vocabulary continued by means of text and prose composition; frequent sight translation. Text: Walker's *Caesar's Gallic War* (Scott, Foresman & Co.).

LATIN VII, VIII, and IX—Translation of six or more selected orations of Cicero; the oration as a literary type; Cicero as a man, orator, and philosopher; the Catilinarian conspiracy; private and public life in the days of Cicero; sight translation; syntax and vocabularies learned from the text by means of prose composition.

LATIN X, XI, and XII—Roman poetry as exemplified in the first six books of Virgil's Aeneid; about fifteen hundred lines from Ovid; scansion, metrical reading and syntax of poetry, together with the mythology suggested by the poems.

SCHOOL MANAGEMENT I—Nature and chief problems of the school; conditions and processes of successful teaching; problems of practical value to the young teacher. Text: Colegrove's *The Teacher and the School* (Scribners).

SCHOOL MANAGEMENT II—Continuation of School Management I. Text: Same as for School Management I.

METHODS OF TEACHING—General principles of methods; aim of education; materials of education; the place of observation; induction; generalization; deduction; apperception; interest; the "Five Formal Steps," their value and limitation; principles of esthetic and moral training; application of principles of methods to the teaching of the various studies of the school curriculum. Text: Colegrove's *The Teacher and the School* (Scribners).

PRINCIPLES OF EDUCATION—Study of the principles underlying educational practise; biological and psychological bases of education; content and formal aims of education; instrumental, cultural, and formal values; the curriculum; administration. Text: Ruediger's *Principles of Education*. (Houghton Mifflin Co.).

HISTORY OF EDUCATION—Educational ideas in different countries, with special emphasis on modern and U. S. education; present tendencies in education. Text: Duggan's *A Student's Textbook in the History of Education* (Appletons).

PRACTISE TEACHING

Practise teaching is required of all students before completing any of the normal courses, and is done in the model (training or practise) school, under the direction of trained critics. The course of study in the model school consists of the branches taught in the best city schools and conforms to our state course of study. The work in the training school is designed to fit the student to meet the problems that will later confront him in the schoolroom.

ELEMENTARY PRACTISE TEACHING—This course coordinates with School Management I and II; observations, lesson plans, outlines, discipline, teaching devices, etc. Two periods a week for two quarters.

INTERMEDIATE PRACTISE TEACHING—Practise in the different grades, problems of the schoolroom, lesson plans, recesses, teaching, and observations. Four periods a week for two quarters.

ADVANCED PRACTISE TEACHING—Student selects the grade in which he desires to teach; work specialized, school problems, lesson plans, observations, teaching, reports, records, etc. Three periods a day for one quarter.

TEACHERS' REVIEW ARITHMETIC—Divisibility of numbers; signs of aggregation; highest common factor; common fractions; decimals; percentage; application of percentage; interest; measurements; metric system; specific gravity; miscellaneous problems. Text: Lyman's Advanced Arithmetic (A. B. Co.).

TEACHERS' REVIEW GRAMMAR—Evolution of our language; the sentence: form and use; words, phrases and clauses; their construction in sentences; complements; recognition of the parts of speech; analysis and diagramming of sentences; participles and infinitives; inflection of English words; parsing; conjugations; studies of parts of speech in selected sentences. Text: Buehler's A Modern English Grammar—Revised (Newson & Co.).

TEACHERS' REVIEW GEOGRAPHY—Maps and studies of our campus, Springfield, Bon Homme County, South Dakota, United States, South America; studies in the Nation's resources and industries; agriculture; mining; manufacturing; lumbering; fishing; what is commerce; the means of carrying it on; interdependence of the varied industries. Text: Brigham and McFarlane's Essentials of Geography, Second Book (A. B. Co.).

TEACHERS' REVIEW READING—Diacritical markings; drills in pronunciation; use of the dictionary; studies in expression; tone drills; memory gems; selected studies in prose and poetry. Text: Phillips' Natural Drills in Expression with Selections (Newton Co.).

PUBLIC SPEAKING AND READING I—Fundamental principles of breath control; voice placement; freedom of tone and correct platform deportment; short talks on topics of current interest; memory work; practise in reading; training in thot analysis. Text: Curry's Foundation of Expression (Expression Co.).

PUBLIC SPEAKING AND READING II—Principles of thoughtful reading further developed; practise in different forms of talks for public occasions; more work on original addresses in fields in which class is most interested. Text: Emerson's *Evolution of Expression*, Vol. I and II (Emerson College Publ. Co.).

PUBLIC SPEAKING AND READING III—Reading of standard selections; story telling; relation of work to teaching in the grades; extemporaneous speaking. Text: Emerson's *Evolution of Expression*, Vol. III and IV (Emerson College Publ. Co.).

DOMESTIC SCIENCE I—Production of heat and ways of transmitting in cooking; composition and nutritive values of foods; relation of food to the body, digestion and production of tissue and energy. Recitation: Four periods per week. Laboratory: Four periods per week. Text: *Bailey's Domestic Science Principles and Application* (Webb Publ. Co.).

DOMESTIC SCIENCE II—Preservation of foods; market conditions and costs of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals. Recitation: Four periods per week. Laboratory: Four periods per week. Text: Same as for Domestic Science I.

DOMESTIC SCIENCE III—Serving; duties of hostess and waitress; diet for the sick; home sanitation. Recitation: Four periods per week. Laboratory: Four periods per week. Text: Same as for Domestic Science I.

HOUSEHOLD CHEMISTRY I—Designed to supplement the course in domestic science. Physical and chemical changes; water and water supply; the atmosphere; atomic theory; chlorine; acids, bases, and salts; formulas, equations, and valence; heat, combustion, and fuels; carbon and its compounds; carbohydrates, proteids, fats and tests for these in foods; soaps and soap-making; the hydrocarbons. Recitation: One period per week. Laboratory: One period per week. Text: *Weed's Chemistry in the Home* (Am. Book Co.).

HOUSEHOLD CHEMISTRY II—The metals; sodium and its compounds; ammonia and its compounds; baking powders, evaluation tests; chemistry of cooking; enzymes, yeast and bacteria in the household; food preservatives and antiseptics; tests for detection of hurtful artificial coloring, preservatives and adulterants in foods. Recitation: One period per week. Laboratory: One period per week. Text: Same as for Household Chemistry I.

HOUSEHOLD CHEMISTRY III—Silicates, glass; photography; textiles; dyes and dying; bleaching agents; removal of stains; some common chemicals. Recitation: One period per week. Laboratory: One period per week. Text: Same as for Household Chemistry I.

DOMESTIC ART I—Chief forms of sewing; running stitch; basting; backstitch; overhanding; overcasting; hemming; making of seams; mitered and square corners; putting on band; gathering; making of plackets; sewing on tapes; patching; darning; making of buttonholes; sewing on buttons; hooks and eyes; hemstitching; decorative stitches; use and care of sewing machine. One garment made by hand is required.

DOMESTIC ART II—Making of garments from drafted and bot patterns; adjusting of bot patterns. Two undergarments are required.

DOMESTIC ART III—Simple cotton dress; fancy summer dress; costume designing; millinery work; special theoretic work.

DRAWING I—Elementary free-hand drawing from life and still life; design; lettering; free-hand drawing. Pencil, crayograph, and water colors are used. Text: Soper's Principles and Practice of Elementary Drawing (Scott, Foresman & Co.).

DRAWING II—Beginning perspective; still life composition; landscape; plant drawing; advanced perspective; color theory. Text: Same as for Drawing I.

DRAWING III—Advanced work in drawing; still life; life and pose; plant form in color, pencil and charcoal; pencil and color studies of exteriors and interiors of buildings; still life and original composition in crayon, pencil, water-color, charcoal and water-color; picture study.

INDUSTRIAL ART—Course in applied design. Original designs for decorating raffia baskets, handbound books, tooled and cut leather articles; structure and technic of reed basketry; simple weaving and textile decoration.

HISTORY OF ART AND PICTURE STUDY—History of painting and sculpture from the earliest times up to the present day; lives of the greatest artists; study of copies of the masterpieces of various nations for clear knowledge of the pictures' meaning and beauty.

MANUAL TRAINING I—Elementary woodwork and mechanical drawing, a beginning course in bench-work in wood planned to give thoro grounding in the fundamentals of the subject; care and use of common hand tools and materials used in wood-working; mechanical drawing taught in connection with woodwork.

MANUAL TRAINING II—Farm problems in woodwork and concrete construction given especially for boys living on the farm and interested in making practical things, such as eveners, hammer handles, and corn testers. Elementary principles of concrete construction work, consisting of building forms, preparing, placing, curing, and testing the concrete; building blocks, concrete foundations, stock tanks, fence posts, and flower boxes. Text: Blackburn's Farm Problems in Woodwork.

MANUAL TRAINING III—Elementary furniture making: (a) brief review of elementary woodwork, (b) designing and making of small pieces of furniture, (c) study of woods and wood finishes. Text: Burton's Shop Projects Based on Community Problems.

MANUAL TRAINING IV—Advanced furniture making planned for those who have taken Manual Training I and III and expect to teach manual training.

MANUAL TRAINING V—Industrial work consisting of basketry, paper and cardboard construction, planned for students expecting to teach and wishing some knowledge of hand work as taught in the first six grades.

MANUAL TRAINING VI—Practical drill in the elements of mechanical drawing and reading of blue prints.

PUBLIC SCHOOL MUSIC I—Rote songs; ear training; rhythmic and melodic dictation; sight singing. Recitation: Three periods per week. Text: Gilchrist and McLaughlin Song Reader (Ginn); Churchill-Grindell Song Book No. IV (Churchill-Grindell Co.).

PUBLIC SCHOOL MUSIC II—Sight singing; ear training; terminology; child voice; selection and presentation of material. Recitation: Three periods per week. Text: Same as for Public School Music I.

WRITING—A thoro training in neat, legible, rapid penmanship; methods of teaching the subject. Class meets three periods per week.

ORTHOGRAPHY—Recitation two periods per week. Text: Mayne's Modern Business Speller (Lyons and Carnahan).

BOOKKEEPING I—Elementary bookkeeping; principles of bookkeeping; forms. Text: Goodyear-Marshall's Standard Accounting (Goodyear-Marshall Co.).

BOOKKEEPING II—Advanced work in general bookkeeping; cash book; journal; ledger; cash register; charge sale pads. Text: Same as for Bookkeeping I.

BOOKKEEPING III—Practical accounting; multicolumn cash book; purchase journal; sales journal; subsidiary ledgers; controlling accounts. Text: Same as for Bookkeeping I.

SHORTHAND I—Principles of Gregg shorthand; drill in speed; phrasing; methods of teaching shorthand. Text: Gregg Shorthand (Gregg Publ. Co.).

SHORTHAND II—Continuation of Shorthand I. Text: Same as for Shorthand I.

SHORTHAND III—Continuation of Shorthand II. Text: Same as for Shorthand I.

COMMERCIAL GEOGRAPHY—Physiographic and climatic influences on the resources, industries, and transportation of various countries, with special emphasis to the United States.

COMMERCIAL CORRESPONDENCE—How to write a neat and well-worded letter; thoro drill in punctuation and composition.

COMMERCIAL LAW—Elements of business law; application of principles to every-day business problems.

MUSIC

The Normal School offers thoro courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one-fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give him the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and two chorus clubs. These meet one hour each week for practise. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in piano, voice and violin. The time for completion cannot be fixed by the number of years of study or even by going thru the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

PUBLIC SCHOOL MUSIC

This course is required of all students taking regular normal courses and is given to classes three periods a week for two terms. See Public School Music above.

VOICE

The following three courses in voice training are offered:

Preparatory Course

Fundamental principles of voice culture; correct breathing; proper tone-placement; equalization of registers; phrasing. Concone, Abt, and Sieber studies; easy songs for application of the principles learned.

Intermediate Course

Tone-placement and breath-control; scales and arpeggios; pure intonation and distinct enunciation; Concone, Abt, Marchesi, and Garcia studies. More difficult songs, both sacred and secular, from classic and modern composers.

Advanced Course

Advanced exercises for breath-control and tone-production; exercises for flexibility and sustained tone; interpretation. Marchesi, Garcia, and Bordogni studies; advanced songs, both modern and classic; simple arias from opera and oratorio.

PIANO

Along with the first lessons especial attention is given to the positions of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized thruout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the command of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five-Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; LeCouppéy, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65; Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Couppéy (*La Difficulté*); Compositions by Grieg, Goddard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, p. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubinstein, and Grieg.

Concertos by Mozart, Beethoven and Mendelssohn.

VIOLIN MUSIC

Preparatory—Care of the violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Composition by Wieniawski, Singelle, DeBeroit, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thoro understanding of the essential principles of bowing are impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

HARMONY AND HISTORY OF MUSIC

Candidates for graduation in voice, piano, and violin must in addition to the regular course, have one year of harmony two lessons each week, and one year of Musical History one lesson each week.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department.

LIST OF GRADUATES AND STUDENTS

GRADUATES IN 1917.

Advanced Normal Course

Martha Benesh	Tyndall
Grace Edna Brandt	Avon
Blanche Almeda DeMelt	Springfield
Carl Hartman	Springfield
Carrie Blanche Hitchcock	Springfield
Arthur Lynn Kibble	Springfield
Rose Elvira Lindgren	Fairfax
Doris Margaret Marks	Tyndall
Marian Gladys Marks	Tyndall
Ethel Pearl Snowden	Springfield
Janet Mabel Snowden	Springfield
Emma Irene Taff	Springfield
Clarence Talsma	Springfield, R. F. D.
Thomas Jackson Utterback	Belvidere
Clara Mate Wallace	Springfield
Lester John Ward	Canistota
Myra Roxy Wenzlaff	Springfield
Wilbur Gustav Wenzlaff	Springfield

STUDENTS COMPLETING NON-GRADUATE COURSES IN 1917.

Intermediate Normal Course

Rena Bakker	Avon
Minnie Beatrice Bowles	Wewela
Elsie Kathryn Burbeck	Avon
Sunbeam T. Burton	Santee, Neb.
Mary Elizabeth Furrow	Parkston
Esther Karoline Gretschnann	Springfield, R. F. D.
Lillian Elizabeth Heineman	Alexandria
Hazel Katherine Lancaster	Dallas
Esther Ada Markus	Harrison
Lura Irene McKirgan	Scotland
Beulah Viola Nelson	Wakonda
Florence Viola Shoemaker	Alexandria
Bernadette Genevieve Walsh	Yankton
Theodore John Wrage	Centerville
Alice Minnie York	Big Stone City

Elementary Normal Course

Azella Myrle Berry	Avon
Bertha Margaret Burnette	Centerville
Della Arvilla Coate	Tyndall
Viola Mae Dowd	Geddes
Cladys Luella Flyger	Viborg
Helen Gertrude Harty	Dante
Bertha Mae Hoogshagen	Parker
Mary Eulalia House	Springfield
Edna Mae Johnson	Avon
Esther Olivia Johnson	Corsica
Minnie Jonkers	Springfield, R. F. D.
Cecelia Rose Jordan	Grosse
Anna Kuchta	Lesterville
Ella Alice Lubbers	Tyndall
Marie Sophia Marchant	Scotland
Amy Vivian Marks	Tyndall
Julia McKenzie	Dallas
Edith Marie Nelson	Yankton
Myrtle Elva Nelson	Dante
Sylvia Eudora Richter	Freeman
Winifred Robbenolt	Delmont
Anna Genevieve Sykora	Wagner
Josephine Evangeline Vyborny	Tabor

Music Course.

Sunbeam T. Burton	Santee, Neb.
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STUDENTS IN ATTENDANCE DURING THE YEAR

1917-'18.

Senior Class (Sixth Year)

Edward John Benesh	Tyndall
Elsie Kathryn Burbeck	Avon
Anna Stacia Chladek	Verdigre, Neb.
Mary Edna DeBeer	Harrison
Hannah DeFries	Tabor
Sarah Ruth Eriksen	Sioux City, Iowa
Lillian Elizabeth Heineman	Alexandria
Marcia Agnes Johnson	Grand Marsh, Wis.
Cecelia Marie Lucas	Newell
John J. Neuharth	Menno
Harriett Elizabeth Provost	Springfield
Florence Viola Shoemaker	Alexandria
Ethel Ida Smith	Dante
Grace Gray Thomas	Perkins
Julia Newell Treat	Springfield
Kathryn Martha Weisser	Tyndall
Alice Wipf	Freeman

Junior Class (Fifth Year)

Pensche Bakker	Avon
Ila Luella Berry	Tyndall
Faye Lillian Bradley	Akron, Iowa
Irene DeBeer	Harrison
Mathilde DeBeck	Springfield
Raymond Elbert Dougherty	Okaton
Luverne Lillian Eernisse	Armour
Anna Stella Hinek	Tyndall
Flora Viola Johnson	Grand Marsh, Wis.
Doris Anna Kanago	Akron, Iowa
Grace Louise Lucas	Newell
Catherine Lavina McCollum	Beresford
Grace Margaret McKenna	Tyndall
Katherine Mensch	Freeman
Hazel Gladys Mills	Springfield
Katherine Marie Papritz	Akron, Iowa
Josie Leola Paulson	Platte
Vera Olive Peterson	Akron, Iowa
Gertrude Estelle Reavis	Gaza, Iowa
Clara Amolia Thies	Pomeroy, Iowa
Ella Waltner	Hurley
Estella Anna Warner	Scotland
Wilma Matilda Wehde	Platte
Bertha Weisser	Tyndall
Adeline Wipf	Freeman

Fourth Year

Bernice Ethel Aney	Springfield, R. F. D.
Mary Winnifred Baker	Fairfax
Elizabeth Anna Bardell	Scotland
Lewis Charles Benesh	Tyndall
Azella Myrle Berry	Avon
David Ward Brown	Springfield
Blanche Eleanor Buck	Springfield, R. F. D.
Bertha Margaret Burnette	Centerville
Della Arvilla Coate	Tyndall
Elma NeRoma Compton	Winfield, Kansas
J. Verdon Dougherty	Avon
Pierre James Fisher	Tyndall
Esther Karolina Gretschnann	Springfield, R. F. D.
Grace Lillian Hartman	Springfield
George Charles Henderson	Springfield
Theresa Elizabeth Hewer	Utica
Launah Alice House	Springfield
Elsie Josephine Kaftan	Tyndall

Benjamin Clyde Kelly	Monticello, Minn.
Ethel Ruth Kibble	Springfield
Hattie Rebecca Mahaffa	Millboro
Gertrude Maude Marchant	Scotland
Marie Sophia Marchant	Scotland
Amy Vivian Marks	Tyndall
Ellen Lucile Maxwell	Running Water
Marguerite Henrietta Miller	Tabor
Beulah Viola Nelson	Wakonda
Lida Berthilda Nelson	Delmont
Christine Louise Nelson	Tabor
John Howard Noble	Wessington
Eva Ruth Pereboom	Burke
Machiel Adrian Ploos van Amstel	Ulrum, Holland
Floyd Slasor	Springfield, R. F. D.
Mary E. Sparks	Colome
Anna Genevieve Sykora	Wagner
Margie Treat	Springfield
Frank Harold Wagner	Springfield, R. F. D.
Mary Alberta Young	Springfield

Third Year

Frieda Caroline Beyer	Burt, N. D.
Gladys Daphne Bird	Springfield, R. F. D.
Lloyd Phillip Bird	Springfield, R. F. D.
Bernice Mary Brown	Springfield
Lulu Helena Burnette	Centerville
Effie Margaret Buss	Marion
Garnet Vivian Dunbar	Stickney
Helen Lucile Glasner	Running Water
Ella Eulalia Groves	Parkston
Ida Bertha Hannemann	Milltown
Paul Asmus Hansen	Springfield, R. F. D.
William Webster Hill	Springfield
Urban William Holleman	Springfield, R. F. D.
Grace Hornstra	Springfield, R. F. D.
Marion Isadore Huntimer	Colton
Dorthea Jensen	Millboro
Esther Olivia Johnson	Corsica
Gladys Alida Johnson	Olivet
Mary Jane Kaftan	Tyndall
Julia Louise Kreber	Tyndall
Christina Grace Kubal	Geddes
Grace Emmaline Lee	Springfield
Leora Alta Leech	Greenwood
Clarence Logterman	Springfield, R. F. D.

Helen Marie Mart	Wakonda
Ella Mae Maxwell	Burbank
Minnie Lucille McCain	Sioux Falls
Filla Ann McNeely	Avon
Clarice Jennie Monfore	Springfield
Andrea Mathilda Nelson	Tabor
Mary Katherine Pope	Marion
Ane Petrea Schultz	Ethan
Hazel Viola Smith	Mullen
Lydia Henrietta Sneider	Scotland
George Wilbur Taff	Springfield
Jane Truran Thomas	Perkins
William Christopher Thomas	Perkins
John Allen Turner	Springfield
Lucille Virginia Vandall	Lake Andes
Frances Caroline Van Haitsma	Springfield
Ernest Edward Walkes	Avon
Harriett Bertha Walpole	Springfield
Grace Pearl Walz	Parkston
Ethel Wilkinson	Beresford
Myrtle Wilkinson	Beresford
Hazel Rebecca Ziegler	Delmont

Second Year

Lyra Estelle Albert	Oacoma
Dorothea Ellen Anderson	Kirley
Glenora Christine Anderson	Kirley
Alfred James Benesh	Tyndall
Catheryn Hamilton Bennett	Springfield
Vera Gertrude Billings	Geddes
Richard Daniel Billman	Tripp
Anna Elizabeth Blanchard	Springfield
Paul Kruger Boschma	Springfield
Lael Eugenia Burkhead	Sioux City, Iowa
Johanna Wilhelmina Buss	Marion
Christena Marie Buus	Wagner
Helen Harriet Byrne	Bon Homme
Bernice Eva Carroll	Herrick
Almira Elizabeth Cowell	Geddes
Silvia Marie Crow	Springfield, R. F. D.
Anna Laura Cunningham	Springfield
Lillian Clarice Curl	Springfield, R. F. D.
Marie Margaret Davis	Scotland
Clara Louise Dawes	Tyndall
Anna Marie Dempster	Springfield, R. F. D.
Nellie Cornelia DeRoos	Springfield, R. F. D.

Marion Isabella Duguid	Springfield
Audra Sylvain Dunbar	Stickney
Dirk Ebeling	Springfield, R. F. D.
Peter Eberle	Olivet
Fisther Sarah Erickson	Perkins
Alrene June Ewing	Lucas
Loretta Margaret Fleege	Beresford
Hazel Christena Glassing	Centerville
Charles Hodgins	Reliance
Henry Goeken	Scotland
Terry Ellis Holden	Lake Andes
Rachel Gertrude Holleman	Springfield, R. F. D.
Gladys Reba Ike	Herrick
Dora Ingeborg Johnson	Delmont
Irene Henrietta Johnson	Springfield
Mary Dena Johnston	Scotland
Elsie Jonkers	Springfield, R. F. D.
Emil Mathas Kaftan	Tyndall
Olga Martha Kiunke	Parkston
Milo John Kramer	Tabor
Frances Margaret Kreber	Tyndall
Erma Gladys Larson	Corsica
Myrtle Treava Larson	Corsica
Dora Logterman	Springfield, R. F. D.
Rhea Mae Martin	Wewela
Helena Margrethe Nelson	Tabor
Myrtle Elva Nelson	Dante
Henrietta Jennie Noordsy	Canistota
Myrtle Senora Oakland	Corsica
Mable Olson	Millboro
Albina Laura Pekash	Scotland
Theresa Marie Pereboom	Burke
Emma Petersen	Millboro
Florence Idella Price	Yankton
Myrtle Marie Radway	Elbon
Winona Riggs	Santee, Neb.
Winifred Robbenolt	Delmont
Christina Roll	Avon
Violet Georga Schneller	Mitchell
Simon Abraham Schultz	Avon
Austin Harry Slasor	Springfield, R. F. D.
Helen Ruth Slattery	Springfield
Violet Elin Strohm	Colome
Margaret Talsma	Springfield, R. F. D.
Anna Agnes Tank	Yankton
Emma Clare Teeters	Springfield

Esther Tendolle	Springfield, R. F. D.
Florence Maebelle Tuinstra	Avon
Gertrude May Vandall	Lake Andes
Lucy Lillian Verzani	Delmont
Beatrice Jennie Walker	Tripp
Hobart Fred Walkes	Avon
Charles Gilmore Warner	Springfield
Mary Waterman	Huron

First Year

Chestie Emily Baker	White River
Christine Agnes Balvin	Tyndall
Lillian Pearl Bangert	Tyndall
Arthur Berndt	Avon
Charles J. Blevens	Parkston
Jessie Mildred Boden	Tyndall
Harold Joseph Brown	Springfield
Alvera Alva Bruhn	Tea
Alma Cooley	Burke
Ella Mary Dawes	Tyndall
Gladys Loretta DeLong	Springfield
Cornelia Den Ouden	Springfield, R. F. D.
Eleanor Groot Duguid	Springfield
Robert Phillip Eberle	Olivet
Grace Marion Fisher	Tyndall
Tallie Margaret Freese	Tabor
Nellie Mae Greer	Wagner
Don Grim	Springfield, R. F. D.
Huldah Elizabeth Gunderson	Flandreau
Reuben Benjamin Hoff	Springfield
Gladys Holden	Lake Andes
Clara Gertrude Holleman	Springfield, R. F. D.
Harold Lorenzo House	Springfield
Frances Jensen	Davis
Lydia Pearl Koch	Olivet
Edward Theodore Kostel	Wagner
Frank Oldruch Kramar	Tabor
Henrietta Frances Kramar	Tabor
Napoleon August Kreber	Springfield, R. F. D.
Alice Victoria Larson	Beresford
Lillian Leadham	Sioux City, Iowa
Hazel Lorene Marks	Tyndall
William Henry McCann	Tabor
Vera Isabell McConnell	Avon
Mary Eileen McCormack	Springfield, R. F. D.
Daisy Olive McNeely	Avon

James Emil Melichar	Tabor
Raymond Glen Miller	Springfield
Emma Monson	Reliance
Rose Evelyn Morgenthaler	Reliance
Charles Owen Morton	Springfield, R. F. D.
Edward P. Nedved	Yankton
Jessie Gladys Noble	Wessington
Clara Sue Oelrich	Springfield, R. F. D.
Martha Amanda Peterson	Springfield, R. F. D.
Hugh Melbourne Pier	Kingsburg
Esther Rena Potthast	Kingsburg
Lillie Rene Potthast	Kingsburg
Alice Mary Roddan	Springfield
Emma Estella Sanborn	Springfield
Eunice Alta Severns	Tabor
George Dewey Shaw	Macedonia, Ill.
Wallace Albert Slasor	Springfield, R. F. D.
Clara Belle Smith	Springfield, R. F. D.
Loretta Smith	Springfield, R. F. D.
Thelma Lillian Sorenson	Perkins
Maude Evelyn Steckman	Mulien
Elva Estella Strohm	Colome
Joseph Svatos	Yankton
Lorene Thomas	Alcester
Theodore Newell Treat	Springfield
Isabel Irene Turgeon	Herrick
Hebe Genevieve Turner	Springfield
Effie Ilene Van Duysen	Avon
John Arthur Van Gerpen	Avon
Helen Hortense Verzani	Delmont
Raymond Francis Verzani	Delmont
Eduard Lang Wenzlaff	Springfield
Dorothy Wesseling	Springfield

Normal-Commercial Students

Richard Daniel Billman	Tripp
Anna Elizabeth Blanchard	Springfield
Garnet Vivian Dunbar	Stickney
Reuben Benjamin Hoff	Avon
Terry Ellis Holden	Lake Andes
Emil Mathas Kaftan	Tyndall
Alice Victoria Larson	Beresford
Leora Alta Leech	Greenwood
James Melichar	Tabor
Ruby Lillian Mills	Vergil
Edward P. Nedved	Yankton

Katherine Pope	Marion
Joseph Svatos	Yankton
George Wilbur Taff	Springfield
Clara Amolia Thies	Pomeroy, Iowa
Gertrude Vandall	Lake Andes
John Arthur Van Gerpen.....	Avon

Special Normal Students

Grace Edna Brandt	Avon
Winifred Dale Cook	Springfield
Rose Elvira Lindgren	Fairfax
Doris Margaret Marks	Tyndall
Marian Gladys Marks	Tyndall
Ruby Lillian Mills	Virgil
Frances May Swihart	Dolton
Thomas Jackson Utterback	Belvidere
Wilbur Gustav Wenzlaff	Monroe

SPECIAL MUSIC STUDENTS

Piano

Dorothea Ellen Anderson	Kirley
Lillian Pearl Bangert	Avon
Lewis Charles Benesh	Tyndall
Lawrence Blue Benson	Springfield
Vera Gertrude Billings	Geddes
Richard Daniel Billman	Tripp
Jessie Mildred Boden	Tyndall
Blanche Eleanor Buck	Springfield, R. F. D.
Lael Eugenia Burkhead	Sioux City
Effie Margaret Buss	Marion
Johanna Wilhelmina Buss	Marion
Christena Marie Buus	Wagner
Bernice Eva Carroll	Herrick
Anna Stacia Chladek	Verdigre
Grace Berenice Cooper	Walworth, Wis.
Silvia Marie Crow	Springfield, R. F. D.
Clara Louise Dawes	Tyndall
Ella Mary Dawes	Tyndall
Irene Johanna DeBeer	Harrison
Nellie Cornelia DeRoos	Springfield, R. F. D.
Belle G. Duguid	Springfield
Eleanor Groot Duguid	Springfield
Marion Isabella Duguid	Springfield
Robert Hervey Duguid	Springfield

Audra Sylvain Dunbar	Stickney
Garnet Vivian Dunbar	Stickney
Robert Phillip Eberle	Olivet
Luverne Lillian Eernisse	Armour
Esther Sarah Erickson	Perkins
Sarah Ruth Eriksen	Sioux City
Alrene June Ewing	Lucas
Grace Marion Fisher	Tyndall
Tallie Margaret Freese	Tabor
Helen Lucile Glasner	Running Water
Hazel Christena Glassing	Centerville
Eone Pearl Goodenough	Springfield
Grace Lillian Hartman	Springfield
Gladys Holden	Lake Andes
Rachel Gertrude Holleman	Springfield, R. F. D.
Grace Hornstra	Springfield, R. F. D.
Gladys Alida Johnson	Olivet
Elsie Jonkers	Springfield, R. F. D.
Elsie Josephine Kaftan	Tyndall
Mary Jane Kaftan	Tyndall
Olgo Martha Kiunke	Parkston
Lydia Pearl Koch	Olivet
Henrietta Frances Kramar	Tabor
Frances Margaret Kreber	Tyndall
Julia Louise Kreber	Springfield, R. F. D.
Alice Victoria Larson	Beresford
Erma Gladys Larson	Corsica
Myrtle Treava Larson	Corsica
Leora Alta Leech	Greenwood
Dora Logterman	Springfield, R. F. D.
Grace Louise Lucas	Newell
Sadie Clarice Maarsingh	Springfield, R. F. D.
Hattie Rebecca Mahaffa	Millboro
Gertrude Maude Marchant	Scotland
Hazel Lorene Marks	Tyndall
Enid Lois Martin	Springfield
Phea Mae Martin	Wewela
Vera Isabell McConnell	Avon
Mary Eileen McCormack	Springfield, R. F. D.
Daisy Olive McNeely	Avon
Ella Ann McNeely	Avon
Katherine Mensch	Freeman
Henrietta Dorothy Michel	Springfield
Marguerite Henrietta Miller	Tabor
Hazel Gladys Mills	Springfield
Clarice Jennie Monfore	Springfield

Helena Margrethe Nelson	Tabor
Henrietta Jennie Noordsy	Canistota
Clara Sue Oelrich	Springfield, R. F. D.
Eva Ruth Pereboom	Burke
Theresa Marie Pereboom	Burke
Esther Rena Potthast	Kingsburg
Lillie Rene Potthast	Kingsburg
Harriet Elizabeth Provost	Springfield
Myrtle Marie Radway	Elbon
Anna A. Schultz	Avon
George Dewey Shaw	Macedonia, Ill.
Clara Belle Smith	Springfield, R. F. D.
Loretta Smith	Springfield, R. F. D.
Lydia Henrietta Sneider	Scotland
Dorothy Violet Speakman	Springfield, R. F. D.
Violet Elin Strohm	Colome
Grace Gray Thomas	Perkins
Jane Truran Thomas	Perkins
Isabel Irene Turgeon	Herrick
Hebe Genevieve Turner	Springfield
Lucille Virginia Vandall	Lakes Andes
Effie Ilene Van Duysen	Avon
Beatrice Jennie Walker	Tripp
Harriett Bertha Walpole	Springfield
Charles Gilmore Warner	Springfield
Mary Warner	Springfield
Wilma Matilda Wehde	Platte
Opal Adall Weldon	Springfield
Wilbur Gustav Wenzlaff	Monroe
Dorothy Wesseling	Springfield
Hazel Rebecca Ziegler	Delmont

Voice

Richard Daniel Billman	Tripp
Lael Eugenia Burkhead	Sioux City, Iowa
Effie Margaret Buss	Marion
Johanna Wilhelmina Buss	Marion
Irene Johanna DeBeer	Harrison
Grace Marion Fisher	Tyndall
Susan Gronevold	Springfield, R. F. D.
Ella Eulalia Groves	Parkston
Milo John Kramar	Tabor
Leora Alta Leech	Greenwood
Grace Louise Lucas	Newell
Gertrude Maarsingh	Springfield, R. F. D.
Hattie Rebecca Mahaffa	Millboro

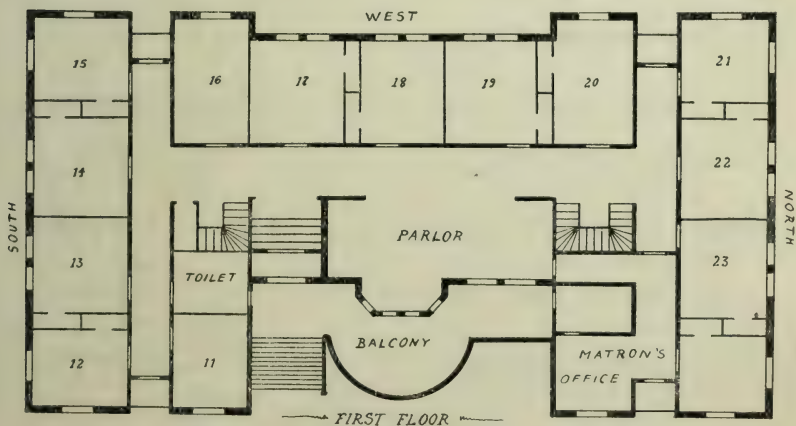
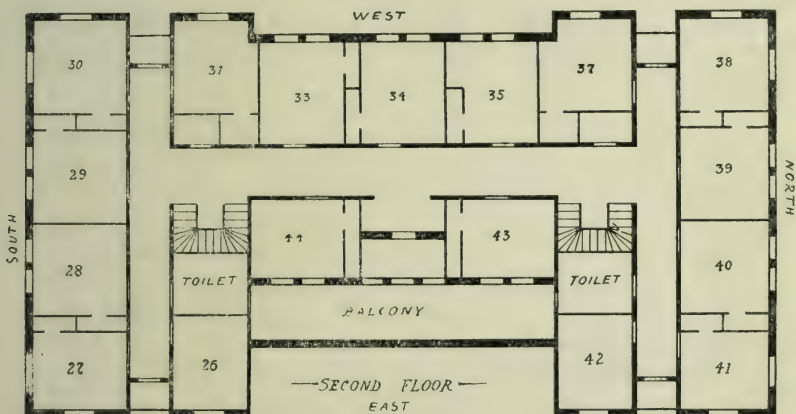
Henrietta Jennie Noordsy	Canistota
Harriet Elizabeth Provost	Springfield
Gertrude Kae Schlaefli	Yankton
Frederick A. Schultz	Avon
Simon Abraham Schultz	Avon
Tobias Abraham Schultz	Avon
Anna Agnes Tank	Yankton
Julia Newell Treat	Springfield
Grace Tupper	Wessington
Isabel Irene Turgeon	Herrick
Lucille Virginia Vandall	Lake Andes
Alice Wipf	Freeman

Violin.

Alfred James Benesh	Tyndall
Arthur Berndt	Avon
Margie Dolly Crockett	Springfield
Marion Isabella Duguid	Springfield
Terry Ellis Holden	Lake Andes
Emil Mathas Kaftan	Tyndall
Mary Lillie Kane	Springfield
Alice Victoria Larson	Beresford
Josie Leola Paulson	Platte
Ernest Edward Walkes	Avon
Eduard Lang Wenzlaff	Springfield

SUMMARY OF ATTENDANCE

Senior (sixth year) students.....	17
Junior (fifth year) students	25
Fourth year students	38
Third year students	46
Second year students	76
First year students	69
Special commercial students	17
Special normal students	9
Special piano students	101
Special vocal students	25
Special violin students	11
Summer normal school students	91
<hr/>	
Total	525
Counted more than once	225
<hr/>	
Net total	300



PLAN OF ROOMS—SUMMIT HALL

PRICES OF ROOMS

in Summit Hall per week for each person.

30c for Rooms 22, 23, 39, 40, 52.

40c for Rooms 11, 16, 17, 18, 19, 20, 26, 31, 33, 34, 35, 37, 42,
46, 48, 49, 50, 51, 53, 54.

50c for Rooms 13, 14, 21, 28, 29, 38, 43, 44, 47, 56, 57.

60c for Rooms 12, 15, 27, 30, 41.

For the Summer Quarter all rooms are 50c for each person
per week.

Rooms 46, 48, 51, 53 are for four persons each.

Rooms 49, 50 for three persons each.

Room 54 for one person, all other rooms for two persons
each.

Note: Each person desiring a room reservation is re-
quired to deposit \$1.00, which will be returned when room rent
is paid.

ORDER BLANK FOR ROOM RESERVATION.

.....19....

Address

Date

State Normal School,
Springfield, S. D.

Inclosed find \$1.00 (check, money order, currency) for

which please reserve a place for me in Room No.....

at.....c per week. In case the room has been reserved, I
have the following choices:

Second Choice: Room No....., atc per week.

Third Choice: Room No, atc per week.

Fourth Choice: Room No....., atc per week.

.....

Name in full.

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Vol. IX

June, 1919

No. 3

State Normal School

QUARTERLY

Springfield, South Dakota

1918-19

CATALOG NUMBER

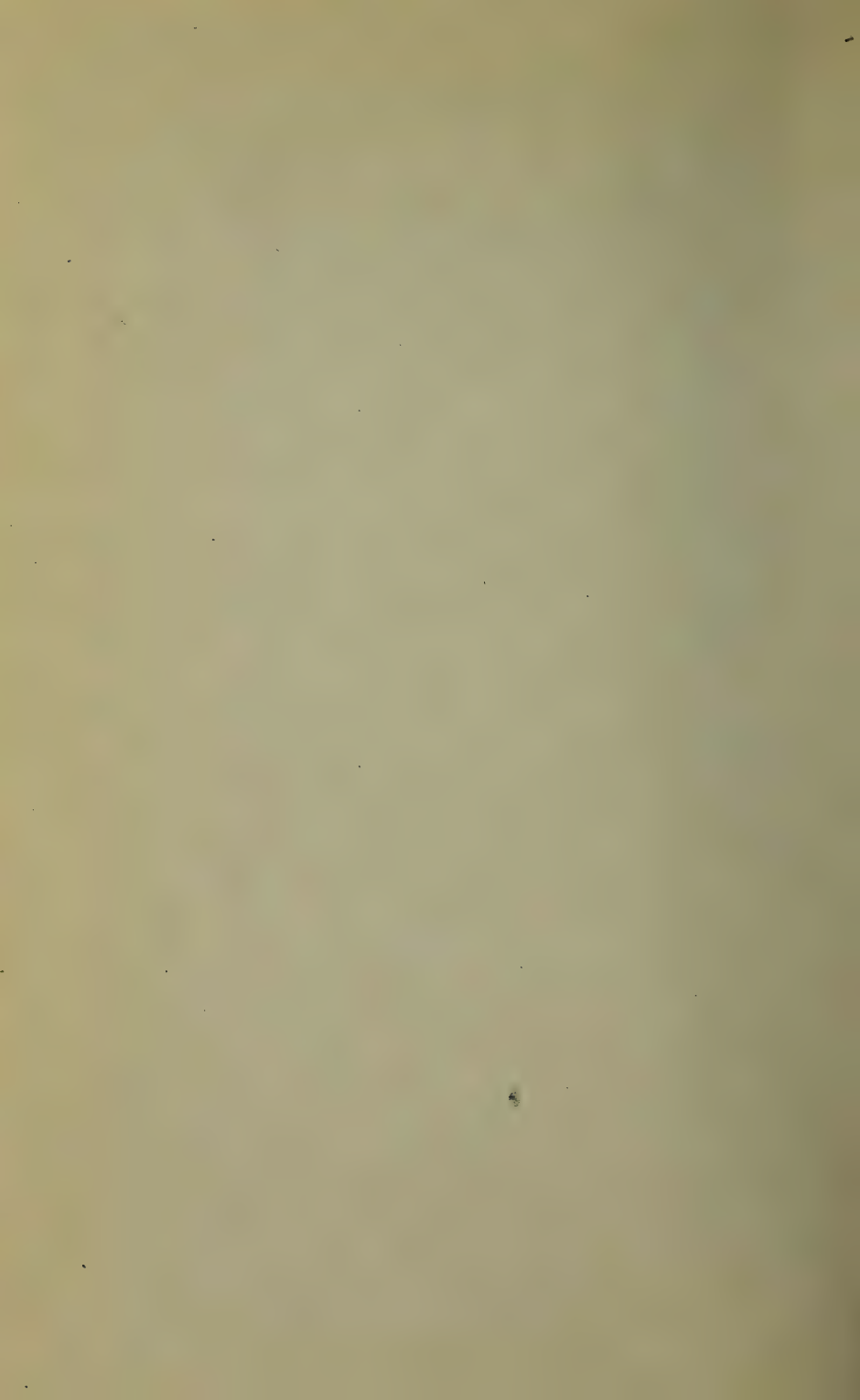
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Announcements for 1919 - 1920

UNIVERSITY OF ILLINOIS
Administrative Library
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PUBLISHED BY THE SCHOOL

Entered as second-class matter August 24, 1912 at the postoffice at
Springfield South Dakota Under the Act of August 24, 1912.





Main Building



Science Hall



Campus View Summit Hall

STATE NORMAL SCHOOL

QUARTERLY

PUBLISHED BY THE SCHOOL

Vol. IX.

SPRINGFIELD, S. D., JUNE, 1919.

No. 3

Entered as second-class matter August 24, 1912, at the postoffice at Springfield, South Dakota under the Act of August 24, 1912.

Containing the
Twenty-second Annual Catalog
For the Year 1918-1919
AND
Announcements for the Twenty-third School Year
CALENDAR
1919-1920

Summer Quarter, 1919 (12 weeks)

First Term (6 weeks)

June 30, Monday—Beginning of Summer Quarter.

August 2, Saturday—Close of first term.

Second Term (6 weeks)

August 4, Monday—Beginning of second term.

September 6, Saturday—Close of Summer Quarter.

Fall Quarter, 1919 (12 weeks)

September 16, Tuesday—Opening of Fall Quarter. Registration and Enrollment Day.

December 8, Monday—Close of Fall Quarter.

Winter Quarter, 1919-20 (12 weeks)

December 9, Tuesday—Opening of Winter Quarter. Registration and Enrollment in Forenoon.

December 20, Saturday—Beginning of Christmas Vacation.

January 6, Tuesday—Resuming of Winter Quarter.

March 16, Tuesday—Close of Winter Quarter.

Spring Quarter, 1920 (12 weeks)

March 24, Wednesday—Opening of Spring Quarter. Registration and Enrollment in Forenoon.

June 15, Tuesday—Twenty-third Annual Commencement. Close of Spring Quarter.

REGENTS OF EDUCATION

AUGUST FRIEBERG, Beresford...Term expires Jan. 1, 1925
F. A. SPAFFORD, Flandreau.....Term expires Jan. 1, 1925
J. W. CAMPBELL, Huron.....Term expires Jan. 1, 1921
T. W. DWIGHT, Sioux Falls.....Term expires Jan. 1, 1921
T. D. POTWIN, Lemmon.....Term expires Jan. 1, 1923

OFFICERS OF THE BOARD

T. W. DWIGHT, President.....Sioux Falls
AUGUST FRIEBERG, Vice-President.....Beresford
I. D. ALDRICH, Secretary.....Big Stone City
G. H. HELGERSON, State Treasurer.....
.....Treasurer Ex-Officio, Pierre

STANDING COMMITTEE

AUGUST FRIEBERG

T. W. DWIGHT

M. E. FITES,

Secretary of the State Normal School at Springfield

FACULTY

1918-1919

ARCH CRAWFORD, A. M., Vice-President
Graduate Indiana State Normal School; A. B., University
of Indiana; A. M., *ibid*; graduate student University of
Wisconsin.

English

MAUDE E. FITES
Graduate Ferris Institute, Big Rapids, Michigan, and of
State Normal School, Springfield.

Secretary

HERBERT H. GOODENOUGH, A. M.,
Student Massachusetts Agricultural College; A. B., Ober-
lin College; A. M., *ibid*.

History and Sociology

MARSHALL F. HOOPES, A. B., Physical Director
A. B., Oberlin College.

Mathematics

HARRY SHERMAN STEIN, A. B., Di. M.
A. B., State University of Iowa; Di. M., Iowa State
Teachers' College.

Review Branches and Science

PHOEBE A. PARKYN, B. Accts.
B. Accts., Hillsdale College.

Bookkeeping and Shorthand

VERNON CULP, A. M., Principal Training Department
Graduate Kalamazoo State Normal School; A. B., Uni-
versity of Michigan; A. M., *ibid*.

Psychology and Education

EDITH G. BEAVER,

Student Oberlin Conservatory; graduate Oxford (Ohio) College of Music; graduate Perfield Music School, Public School Music Department; private student of Sander Radanovitz; student of National Summer School.

Voice

FLORENCE E. NORD, B. S.

B. S., South Dakota State College; student Chicago Academy of Fine Arts.

Domestic Science and Art

GILBERT G. FITES, Registrar and Librarian,

Graduate State Normal School, Springfield; student Yankton College.

Common Branches

EDITH A. CHRISTIE, A. B.,

A. B., Oberlin College.

Languages

HULDAH ERICKSON,

Graduate Mankato Minnesota State Normal; graduate Garnes' School of Expression and Dramatic Art.

English and Public Speaking

RUTH L. CROCKETT.

Piano

CONSUELO L. LAUB,

Graduate in Piano Chicago Musical College; student of Violin at Chicago Musical College.

Piano and Violin

EMMA BOGSTIE,

Student Stout Institute, Menominee, Wisconsin; student South Dakota State College, Brookings.

Domestic Science and Art

(Since February 4, 1919)

ELIZABETH M. TRAIN,
Student Mankato Commercial College.

Office Assistant
(Since April 5, 1919)

LILLIE S. COOPER,
Student State Normal School, Kirksville, Mo.; graduate
Palmyra Seminary, Mo.; student Northern Illinois State
Normal School.

Primary Critic

ORAN J. HOUSE,
Graduate State Normal School, Springfield; student Uni-
versity of Chicago.

Manual Training

HELEN C. PATTEE,
Student Northern Indiana Normal University.

Second Primary Critic

MARY ELIZABETH WOOD,
Assistant Grammar Critic

S. MARGARET PROVOST,
Student University of Southern California and Iowa
State Teachers' College.

Grammar Critic

CORA W. WOODS
Graduate Peru, Nebraska, State Normal School.

Intermediate Critic

Mrs. A. F. KELSEY, Matron of Summit Hall.

OTHER SUMMER SCHOOL INSTRUCTORS

GUSTAV G. WENZLAFF, A. M., LL. D., President,
A. B., Yankton College; A. M., LL. D., *ibid*; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany.

Psychology and Education.

HARRIET C. RIGGS,
Graduate New England Conservatory of Music.
Music.

MAUDE E. FITES,
Graduate Ferris Institute, Big Rapids, Michigan, and of State Normal School, Springfield.
Commercial Branches.

EDWIN F. SANDERS, B. S.
B. S., Beloit College; graduate student University of Wisconsin.
Civics and Physiology.

SPECIAL ANNOUNCEMENT

President Wenzlaff was granted a leave of absence in September, 1918, and Arch Crawford, vice-president, was made Acting President for the remainder of the school year. At a recent meeting of the Board of Regents, Carl G. Lawrence, formerly State Superintendent of Public Instruction, was elected president of the Springfield Normal School. He will take office July 1, 1919.

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the State Legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, library, manual training shop, and auditorium.

YOUNG WOMEN'S DORMITORY

The young women's dormitory, called Summit Hall, is a beautiful building, and is completely furnished thruout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety-one young women. Each room is furnished with bedsteads, springs, mattresses, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. In order to secure a place therein, it is advisable to make early reservations on blanks provided for this purpose. (See insert in the back.) After Summit Hall is filled, young ladies will be assisted in getting rooms in private homes.

SCIENCE HALL AND GYMNASIUM

Science Hall is a thoroly substantial structure, and architecturally harmonizes with the other buildings on the campus. It is faced with Sioux Falls jasper, trimmed with white cement blocks, and the inside finish is Flemish oak. The building is 85 feet long, 70 feet wide, and two stories high. On the first floor are found the physical, biological, and chemical laboratories, lecture room, and two locker and shower bath rooms. The second floor is given entirely to the gymnasium, 82 feet long and 52 feet wide, besides a spectators' gallery.

POWER HOUSE

The Power House, located on the northern end of the campus, is a building constructed of semi-vitrified brick. It contains the boilers and pumps of the central heating plant, coal room, engine room, pumps and compression tank of the water system, and the electric light plant.

GROUNDS

The Normal School grounds of forty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and ornamental trees are thriving on the campus. Baseball, football and basket-ball grounds and tennis courts have been laid

out to give the students a better opportunity for healthful, outdoor exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings and motor power for the laundry, kitchen, etc. A Blau-gas plant is connected with all the laboratories.

TEXTBOOKS

All textbooks needed by students in the School may be purchased of the textbook department. Second-hand textbooks may be secured at reduced prices.

EXPENSES

Tuition and Fees—Each student is required to pay \$4 tuition per quarter. Tuition for the summer quarter is \$5 for each term of six weeks. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, and orchestra.

Tuition to students taking the commercial work exclusively is the same as to those taking the normal courses.

A fee of \$1 a quarter is charged for the use of a type-writer one hour daily.

A fee of \$3.00 per quarter for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per quarter for private vocal and violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a quarter, on the basis of one hour's practice daily.

A fee of \$3 per quarter is charged for weekly half-hour special lessons in public speaking.

A small fee is charged those working in laboratories and shop.

A tardy enrollment fee of twenty-five cents per day is charged to all that enroll subsequent to the regular day announced for that purpose, but the tardy enrollment fee will in no case exceed one dollar and fifty cents.

All fees and tuitions are payable in advance at the beginning of each quarter or term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards, payable in advance for one quarter. Young men whose homes are not in Springfield rent rooms in private homes, while young women from abroad are expected to room in the dormitory. A deposit of one dollar is required for the reservation, which will be returned when the room rent is paid.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages \$3.50 a week, payable in advance each week.

SUMMARY OF EXPENSES**Tuition—**

Fall Quarter (12 weeks).....	\$4.00
Winter Quarter (12 weeks).....	4.00
Spring Quarter (12 weeks).....	4.00
Summer Quarter—	
First Term (6 weeks).....	5.00
Second Term (6 weeks).....	5.00
Private Piano Lessons (12 weeks) (One lesson per week)	3.00
Private Voice Lessons (12 weeks) (One lesson per week)	4.20
Private Violin Lessons (12 weeks) (One lesson per week)	4.20
Private Public Speaking Lessons (One lesson per week for 12 weeks).....	3.00
Chemistry fee (12 weeks).....	1.50
Domestic Science fee (12 weeks).....	1.00
Typewriter rent (One hour per day for 12 weeks) ..	1.00
Piano rent (One hour per day for 12 weeks).....	1.00
Tardy enrollment, per day.....	.25
(Total tardy enrollment fee never to exceed \$1.50)	

Room Rent, Summit Hall—

Prices of rooms are per week for **each** person:

Rooms 22, 23, 39, 40, 52.....	\$.30
Rooms, 11, 16, 17, 18, 19, 20, 26, 31, 33, 34, 35, 37, 42, 46, 48, 49, 50, 51, 53, 54.....	.40
Rooms 13, 14, 21, 28, 29, 38, 43, 44, 47, 56, 57....	.50
Rooms 12, 15, 27, 30, 41.....	.60

The estimated expenses for a whole year are as follows:

Tuition for 36 weeks.....	\$ 12.00
Room rent at 40 cents.....	14.40
Board at Dining Club.....	126.00
Text-Books, about.....	15.00
Total.....	<hr/> \$167.40

PROVISION FOR TUITION FOR EIGHTH GRADE GRADUATES

Eighth grade graduates from districts not maintaining a high school will have their tuition at the Normal School provided for by the home school district. Such students pay their tuition at the State Normal School and receive a receipt therefor. When this receipt is presented to the school officers of the home district, they will reimburse the student for the amount of tuition paid, as provided for in the Session Laws of South Dakota for 1911, Chapter 137.

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools will be admitted to the first year classes without examination. Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the fourth year of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's and a Young Men's Christian Association, an athletic association, two literary societies, a debating club, a male chorus, a madrigal club, a girls' glee club, and a school orchestra. These associations stimulate a spirit of helpfulness and fellowship and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a **second grade teacher's certificate** from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a **first grade teacher's certificate**.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a **state teacher's certificate** and, after forty months' teaching experience, to a **state teacher's life diploma**.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano, violin, and vocal music, and public speaking. (See Business and Music Courses.)

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the first year all the subjects listed are required. In the other years some studies are required, and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than twenty class-hours of

work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students selecting Latin or any of the Modern languages are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year. Gymnastics is required of all students capable of taking the work.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

Leading to a Second Grade Teacher's Certificate

This is the two-year elementary course designated for those who have completed the eighth grade, but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

FIRST YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Writing	3	Reading	5	Literature	5
Orthography	2				
Arithmetic I	5	Arithmetic II	5	Arithmetic III or	
				Bookkeeping ...	5
Eng. Grammar I ..	5	Eng. Grammar II .	5	Eng. Grammar III.	5
Physiology	5	Geography	5	U. S. History	5

SECOND YEAR

Natural Science I		Natural Science II		Natural Science III	
(General)	5	(Geology)	5	(Physiography) .	5
Drawing I	5	Public School		Public School	
		Music I	3	Music II	3
		Ethics I	2	Ethics II	2
		School Management	2	School Management	2
		Practise Teaching..	2	Practise Teaching..	2
Civil Government .	5	Current Events ...	1	S. D. History	1
Elective	5	Elective	5	Elective	5

INTERMEDIATE NORMAL COURSE

Leading to a First Grade Teacher's Certificate

This course is open to various classes of students and is outlined to give work for four years to those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. Graduates of fully accredited four-year high schools will find the requirements necessary to complete this course outlined on the next page.

A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

FIRST YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Algebra I	5	Algebra II	5	Algebra III	5
English I	5	English II	5	English III	5
Natural Science I (General)	5	Natural Science II (Geology)	5	Natural Science III (Physiography) .	5
Penmanship	3	Drawing I	5	Drawing II	5
Orthography	2				

SECOND YEAR

Plane Geometry I .	5	Plane Geometry II.	5	Plane Geometry III	5
English IV	5	English V	5	English VI	5
General or Ancient History I	5	General or Ancient History II	5	General or Ancient History III	5
Elective	5	Elective	5	Elective	5

THIRD YEAR

English VII	5	English VIII	5	English IX	5
Am. History I	5	Am. History II	5	Civics I	5
Ethics I	2	Ethics II	2		
Public School Music I	3	Public School Music II	3	Physiology	5
Elective	5	Elective	5	Elective	5

FOURTH YEAR

Methods of Teaching	5	Rural Problems ...	5	Sociology	5
Teachers' Reviews Arithmetic	5	Teachers' Reviews Grammar	5	Teachers' Reviews Reading	2
				Geography	3
Psychology I	5	Current Events ...	1	S. D. History	1
Elective	5	Practise Teaching .	4	Practise Teaching .	4
		Elective	5	Elective	5

INTERMEDIATE COURSE FOR GRADUATES OF THE ELEMENTARY NORMAL COURSE

Leading to a First Grade Teacher's Certificate

FIRST YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
English IV	5	English V	5	English VI	5
Algebra I	5	Algebra II	5	Algebra III	5
Gen. History I	5	Gen. History II ...	5	Gen. History III ..	5
Elective	5	Elective	5	Elective	5

SECOND YEAR

English VII	5	English VIII	5	English IX	5
Plane Geometry I .	5	Plane Geometry II.	5	Plane Geometry III	5
Psychology I	5	Rural Problems ..	5	Sociology	5
Practise Teaching .	5	Amer. History II .	5	Drawing II	5

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Leading to a First Grade Teacher's Certificate

The subjects herein outlined may be completed in one year by graduates of accredited high schools or by students that have had three years of high school work. A certificate of completion of this course entitles the holder to a First Grade Teacher's Certificate.

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Methods of Teaching	5	Rural Problems ..	5	Sociology	5
Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
		Current Events ...	1	S. D. History	1
Psychology I	5	Practise Teaching .	4	Practise Teaching .	4
Elective	5	Elective	5	Elective	5

ADVANCED NORMAL COURSE**Leading to a State Teacher's Certificate and Life Diploma**

A diploma of graduation from this course entitles the holder to a state teacher's certificate, and after forty months' teaching experience, to a life diploma. It will also admit the holder to the rank of Junior in the leading Universities and Colleges thruout the country.

The Advanced Normal Course as herein outlined presupposes the studies of the first three years outlined in the Intermediate Course.

FOURTH YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
English X	5	English XI	5	English XII	5
*Physics I or		*Physics II or		*Physics III or	
Botany I	5	Botany II	5	Botany III	5
Electives	10	Electives	10	Electives	10

*Physics or Botany is required for Life Diploma.

JUNIOR YEAR

Psychology I (General)	5	Psychology II (Experimental)	5	Psychology III (Genetic)	5
Methods of Teaching	5	Rural Problems	5	Sociology	5
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews Arithmetic	5	Teachers' Reviews Grammar	5	Teachers' Reviews Reading	2
Practise Teaching	15	Principles of Edu- cation	4	Geography	3
		Current Events	1	History of Educa- tion	4
		Electives	10	S. D. History	1
				Electives	10

ADVANCED COURSE FOR GRADUATES OF THE INTER-MEDIATE NORMAL COURSE

Leading to a State Teacher's Certificate and Life Diploma

JUNIOR YEAR.

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
English X	5	English XI	5	English XII	5
*Physics I or		*Physics II or		*Physics III or	
Botany I	5	Botany II	5	Botany III	5
Elective	5	Psychology II		Psychology III	
		(Experimental) .	5	(Genetic)	5
Elective	5	Elective	5	Elective	5

*Physics or Botany is required for Life Diploma.

SENIOR YEAR

Practise Teaching .	7	Principles of		History of	
		Education	4	Education	4
Electives	13	Electives	16	Electives	16

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES

Leading to a State Teacher's Certificate and Life Diploma

High school graduates who complete this course are entitled to a Five Year State Certificate and after forty months of successful teaching experience may receive the **Life Diploma**. Students who finish this course are admitted to the Junior year in College or University.

JUNIOR YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Psychology I		Psychology II		Psychology III	
(General)	5	(Experimental) .	5	(Genetic)	5
Methods of		Rural Problems ...	5	Sociology	5
Teaching	5				
Electives	10	Electives	10	Electives	10

SENIOR YEAR

Teachers' Reviews		Teachers' Reviews		Teachers' Reviews	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practise Teaching .	15	Principles of		History of	
		Education	4	Education	4
		Current Events ...	1	S. D. History	1
		Electives	10	Electives	10

ELECTIVES

All required subjects in the normal courses are electives in courses in which they are not listed

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Latin I	5	Latin II	5	Latin III	5
French I	5	French II	5	French III	5
Public Speaking I .	5	Public Speaking II.	5	Public Speaking III	5
Agriculture I		Agriculture II (Animal Husbandry).	5	Agriculture III (Horticulture and Gardening)	5
(Agronomy) ...	5			Domestic Science III	4
Domestic Science I.	4	Domestic Science II	4	Household Chemistry III	1
Household Chemistry I	1	Household Chemistry II	1	Gymnastics	2
Gymnastics	2	Gymnastics	2	Special Inst. Music.	1
Special Inst. Music.	1	Special Inst. Music	1	Latin VI	5
Latin IV	5	Latin V	5	French VI	5
French IV	5	French V	5	French VI	5
Medieval History .	5	Modern History I .	5	Modern History II.	5
Algebra IV	5	Algebra V	5	Solid Geometry ...	5
Biology I (Botany)	5	Biology II (Zoology)	5	Biology III (Physiology) ...	5
Latin VII	5	Latin VIII	5	Latin IX	5
French VII	5	French VIII	5	French IX	5
Drawing III	5	Industrial Art	5	History of Art and Picture study ..	5
Manual Training I.	5	Manual Training II	5	Manual Training III	5
Latin X	5	Latin XI	5	Latin XII	5
English XIII	5	English XIV	5	English XV	5
Chemistry I	5	Chemistry II	5	Chemistry III	5
		Trigonometry I ...	5	Trigonometry II ..	5
*Sociology or Economics I ...	5	*Sociology or Economics II ...	5	*Sociology or Economics III ..	5
Adv. Civics	5	Astronomy	5		
Domestic Art I ...	5	Domestic Art II ...	5	Domestic Art III ..	5
Manual Training IV	5	Manual Training V	5	Manual Training VI	5

*Required for Life Diploma.

COMMERCIAL COURSE

Leading to a Commercial Course Certificate

(Twenty hours per week may be chosen)

Fall Quarter		Winter Quarter		Spring Quarter	
	Hrs.		Hrs.		Hrs.
Penmanship	3	Penmanship	3	Penmanship	3
Orthography	2	Orthography	2	Orthography	2
Bookkeeping I ...	5	Bookkeeping II ...	5	Bookkeeping III ..	5
Com. Arithmetic I.	5	Com. Arithmetic II	5	Com. Arithmetic III	5
Com. Geography ..	5	Com. Correspond. .	5	Commercial Law ..	5
Shorthand I	5	Shorthand II	5	Shorthand III	5
Typewriting	5	Typewriting	5	Typewriting	5
Business Practise .	5	Business Practise .	5	Business Practise .	5

OUTLINE OF SUBJECTS

ALGEBRA I—Positive and negative numbers; addition; subtraction; parentheses; simple equations; multiplication; division. Text: Hawkes-Luby-Touton's First Course in Algebra (Ginn).

ALGEBRA II—Special products and factoring; equations that can be solved by factoring; H. C. F.; L. C. M.; fractions; fractional equations. Text: Same as for Algebra I.

ALGEBRA III—Ratio and proportion; equations in two or more unknowns; graphs; exponents and radicals; square root; quadratic equations. Text: Same as for Algebra I.

ALGEBRA IV—Review of fundamental principles; advanced work in factoring; radicals and exponents; simultaneous quadratics and graphs; imaginaries. Text: Hawkes-Luby-Touton's Second Course in Algebra (Ginn).

ALGEBRA V—Progressions; logarithms; cube root; binominal theorem. Text: Same as for Algebra IV.

PLANE GEOMETRY I—Rectilinear figures. Text: Hart & Feldman's Plane Geometry (A. B. Co.).

PLANE GEOMETRY II—Circles; proportion; similar figures. Text: Same as for Plane Geometry I.

PLANE GEOMETRY III—Areas of polygons; regular polygons; measurement of the circle. Text: Same as for Plane Geometry I.

SOLID GEOMETRY I—Lines; planes; angles in space; polyhedral angles; polyhedrons. Text: Hart & Feldman's Solid Geometry (A. B. Co.).

SOLID GEOMETRY II—Polyhedrons; cylinders; cones; spheres. Text: Same as for Solid Geometry I.

TRIGONOMETRY I—Functions of the acute angles; use of various tables; the right angled triangle; functions of any angle. Text: Wentworth and Smith's Plane and Spherical Trigonometry (Ginn).

TRIGONOMETRY II—The oblique triangle; miscellaneous applications of trigonometry; graphs of functions; trig-

onometric equations; spherical triangles. Text: Same as for Trigonometry I.

ARITHMETIC I, II, and III—An advanced course; a thoro treatment of fractions, percentage and mensuration; other subjects as needed by the students. Text:

AGRICULTURE I—Agronomy. Study of soils and soil formation; the production of field crops; farm management, especially as related to crop rotations; laboratory study of laws of soil physics; type studies of the more important field crops; practice in scoring and grading grains. Text: Harris and Stewart's Principles of Agronomy (Macmillan), Gehris and James' One Hundred Exercises in Agriculture. Recitation: Three periods per week. Laboratory: Four periods per week.

AGRICULTURE II—Animal Husbandry. Study of types and breeds of farm animals; poultry and poultry management; dairying; judging of animals; feeds and feeding; computing of rations. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Harper's Animal Husbandry for Schools.

AGRICULTURE III—Horticulture and Gardening. Study of the principles of fruit growing, including plant propagation; care of orchards; spraying; marketing; packing; principles of vegetable gardening; practice in gardening; pruning; grafting. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Bailey's Principles of Fruit Growing (Macmillan).

ASTRONOMY—Observation and careful study of constellations; location of the important circles; observations to determine the movements of the planets. Text: Young's Lessons in Astronomy (Ginn).

BIOLOGY I—Botany. Studies in the propagation and development of simple and complex plants; the place and importance of plants in nature; analyses and classification of types of local flora. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Peabody and Hunt's Elementary Biology (Macmillan).

BIOLOGY II—Zoology. Study of anatomy, physiology, and economic relations of animals; developmental study of type forms of different classes of animal life; microscopic studies; animal dissection. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Biology I.

BIOLOGY III—Physiology. Physiology, anatomy and hygiene of the human body; composition, digestion, digestibility, energy values of foodstuffs; comparative physiology; special attention to hygiene and sanitation; bacteria, disease and public health. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Conn and Budington's Advanced Physiology and Hygiene (Silver, Burdett & Co.).

PHYSIOLOGY—For Elementary Normal Course students. Essential anatomy, applied physiology and practical hygiene. Text: Davison's Human Body and Health, Advanced (Am. Book Co.).

PHYSIOLOGY—For Intermediate Normal Course students. See Biology III.

CHEMISTRY I—Matter and energy; compounds and mixtures; oxygen; hydrogen; gas laws, the kinetic theory; formulas; equations and calculations; the three states of matter; hydrogen; peroxide and water; combining weights and atomic theory; carbon and carbon dioxide; nitrogen and the rare elements of the atmosphere; the atmosphere; solutions; the ionization theory; chlorine and hydrochloric acid; sodium and sodium hydroxide; acids, bases, salts, neutralization; valence. Recitation. Three periods per week. Laboratory: Four periods per week. Text: McPherson and Henderson's Elementary Study of Chemistry (Ginn).

CHEMISTRY II—Compounds of nitrogen; speed of reactions; equilibrium; sulphur, selenium, tellurium; the periodic law; the chlorine family; molecular weights and atomic weights; carbon monoxide; carbonic acid; the hydrocarbons; fuels, flames, electric furnaces; carbohydrates; alcohols; coal tar compounds; organic acids, fats, oil; the phosphorus family; silicon, titanium, boron; the colloidal state. Text: Same as for Chemistry I.

CHEMISTRY III—The metals; the alkali metals; soap; glycerine; explosives; the calcium family; fertilizers; the magnesium family; the aluminum group; aluminum silicates and their commercial application; the iron family; copper; mercury and silver; tin and lead; manganese and chromium; uranium, radium, thorium; the platinum metals and gold; some applications of the rare elements. Text: Same as for Chemistry I.

NATURAL SCIENCE I—General Science. Facts and laws governing the three parts of the earth: lithosphere,

hydrosphere and atmosphere; elementary treatment of work and energy; brief survey of the work and uses of plants and animals in nature. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Caldwell and Eickenberry's General Science and Laboratory Manual (Ginn & Co.)

NATURAL SCIENCE II—Geology. The three aspects of geology; structural, dynamic and stratigraphic; study of the important elements of the earth's crust; investigations of the agencies at work in changing the earth; climate, wind, water, ice; the meaning and uses of fossils. Recitation: Five periods per week, supplemented by field trips and studies in local geology. Text:

NATURAL SCIENCE III—Physiography. Physiography of continents, with special regard to that of the United States. Relation of physiography to climate and life; economic and social relations of mankind. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Tarr's New Physical Geography (Macmillan).

GEOGRAPHY—Treated politically and commercially; a survey of the United States and afterwards the rest of the world; map making. Text: Brigham and McFarlane's Essentials of Geography, Second Book (Am. Book Co.).

PHYSICS I—Introduction to physics; properties of matter; mechanics of solids; mechanics of fluids. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Hoadley's Essentials of Physics and Manual (A. B. Co.).

PHYSICS II—Gases; sound; heat; magnetism. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Physics I.

PHYSICS III—Electricity; light; radiations. Recitation: Three periods per week. Laboratory: Four periods per week. Text: Same as for Physics I.

GENERAL HISTORY I—Ancient oriental civilizations; history of Greece. Text: Myers' General History (Ginn).

GENERAL HISTORY II—Rise, expansion, and fall of the Roman world; peoples and institutions of the Medieval period. Text: Same as for Gen. History I.

GENERAL HISTORY III—Principal events and characteristics of the Modern period. Text: Same as for Gen. History I.

AMERICAN HISTORY I—Periods of discovery, exploration, and colonization of America. Constitutional and social features of the colonial and revolutionary periods. Text: Forman's Advanced American History (Century Co.).

AMERICAN HISTORY II—Continuation of American History I. The national period of American history. Text: Same as for Am. History I.

MEDIEVAL HISTORY—Study of period from fall of Roman Empire to discovery of America. Text: Emerton's Medieval Europe (Ginn).

MODERN HISTORY I—Study of the period from the fall of the Byzantine Empire to the Congress of Vienna. Text: Robinson and Beard's Development of Modern Europe. Vol. I (Ginn).

MODERN HISTORY II—From the Congress of Vienna to the twentieth century. Text: Robinson and Beard's Development of Modern Europe, Vol. II (Ginn).

UNITED STATES HISTORY—The history of the country with special emphasis to chronological and geographical localization of events. Text: McLaughlin and Van Tyne's A History of the United States (Appletons).

SOUTH DAKOTA HISTORY—Principal events of South Dakota. Recitation: One period per week. Text: Robinson's Brief History of South Dakota (Am. Book Co.).

CURRENT EVENTS—A study of current events. Recitation: One period per week.

CIVIL GOVERNMENT—General principles of American system of government and its application; the responsibilities as citizen and voter. Text: Beard's American Citizenship (Macmillan).

CIVICS I—General principles of government; its historical foundations, development; civic duties; the teacher as leader in promoting civic ideals. Text: Ashley's The New Civics (Macmillan).

CIVICS II—Continuation of Civics I; the problems of municipal government. Text: Goodnow's City Government in the United States (Century Co.).

ECONOMICS I—Theories and principles of value as exemplified in the aspects of trade, rent, labor, interest, profits, etc. Text: Fetter's Economic Principles (Century Co.).

ECONOMICS II—Systems of money; banking; insurance; property rights; tariffs; taxation; wage system; industrial problems. Text: Fetter's Modern Economic Problems (Century Co.).

ECONOMICS III—Continuation of Economics II. Text: Same as for Economics II.

PSYCHOLOGY I—General. Character and scope of psychology; nature of consciousness and its relation to the body; mind functions; mental types and characters; mental measurements. Text: Pyle's The Science of Human Nature (Silver Burdett).

PSYCHOLOGY II—Experimental. Methods and problems of experimental psychology. Text: Langfeld & Allport's An Elementary Laboratory Course in Psychology (Houghton Mifflin Co.).

PSYCHOLOGY III—Genetic. Development of mind from infancy to maturity; stages of development; nature of personality; formation of interest. Text: Norsworthy and Whitley's Psychology of Childhood (Macmillan).

ETHICS I—Ethics as the science of character; the dynamic nature of character; the native tendencies; disposition, habits, tastes, personal and social ideals, conscience; nature of religion; cultivation of character. Text: Sisson's The Essentials of Character (Macmillan).

ETHICS II—Ethics as the science of conduct based on laws of our being; character the end of conduct; character, or moral development, aim of education; problem of moral education reduced to motive; motives as "regard" for self and others, knowledge and truth, right and duty, the beautiful and religion. Text: Schroeder's The Psychology of Conduct (Row, Peterson & Co.).

SOCIOLOGY I—Evolution of the family; marriage; divorce; population; city and rural life; immigration; the negro; poverty; crime. Text: Ellwood's Sociology and Modern Social Problems (A. B. Co.).

SOCIOLOGY II—Sociological theory and social evolution with emphasis on the psychological aspects of the subject. Text: Hayes' Introduction to the Study of Sociology (Appletons).

SOCIOLOGY III—Continuation of Sociology II. Text: Same as for Sociology II.

RURAL PROBLEMS—The demands of today for better understanding of the peculiar conditions and needs of the rural community and its school. Text: Cubberly's *Rural Life and Education* (Houghton Mifflin Co.).

ENGLISH I—Study of composition and elementary rhetoric, narration and description; paragraph development. Text: Brooks' *English Composition*, Book 1 (A. Book Co.). Reading: Scott's *Ivanhoe* (Macmillan).

ENGLISH II—Continuation of English I. Text: Same as for English I. Reading: Irving's *Sketchbook* (Macmillan).

ENGLISH III—Continuation of English II. Text: Same as for English I. Reading: Scott's *Lady of the Lake* (Houghton Mifflin).

ENGLISH IV—Study of composition and elementary rhetoric, exposition and argument. Text: Same as for English I. Reading: Tennyson's *Idylls of the King* (Macmillan).

ENGLISH V—Continuation of English IV. Text: Same as for English I. Reading: Goldsmith's *Vicar of Wakefield* (A. B. Co.). Addison and Steele's *Sir Roger de Coverly Papers* (Ginn).

ENGLISH VI—Continuation of English V. Text: Same as for English I. Reading: Dickens' *David Copperfield* (Burt); Shakespeare's *Julius Caesar* (A. B. Co.).

ENGLISH VII—Review of forms of discourse; technical parts of grammar and rhetoric. American literature, poetry, fiction, and essays. Periods in history of American literature: colonial, revolutionary, etc. Text: Thomas and Howe's *Rhetoric and Composition* (Longmans, Green); Halleck's *History of American Literature* (A. B. Co.); Newcomer's *Three Centuries of American Poetry and Prose* (Scott, Foresman).

ENGLISH VIII—Continuation of English VII. Text: Same as for English VII. Reading: Any one of Hawthorne's romances.

ENGLISH IX—Continuation of English VIII. Text: Same as for English VII. Reading: One novel by Holmes, one novel by contemporary writer.

ENGLISH X—Development of English literature; rise of literary forms; periods of literary history; formative influences. Text: Long's *History of English Literature* (Ginn); Newcomer's *Twelve Centuries of English Poetry and Prose* (Scott, Foresman).

ENGLISH XI—Continuation of English X. Text: Same as for English X.

ENGLISH XII—Continuation of English XI. Text: Same as for English X. Reading: One novel by Dickens, one by Eliot, one to be selected.

ENGLISH GRAMMAR I—Sentence structure and analysis. Text: Reed & Kellogg's Higher Lessons in English (Merrill).

ENGLISH GRAMMAR II—Continuation of English Grammar I. Text: Same as for English Grammar I.

ENGLISH GRAMMAR III—Study of parts of speech. Text: Same as for English Grammar I.

READING—Drill of phonetics; use of diacritical marks; oral reading. Text: Standard Classics (Ed. Publ. Co.).

LITERATURE—Intensive study of more difficult literary selections; helps to teachers. Text: Standard Classics (Ed. Publ. Co.).

FRENCH I, II, and III—Essentials of French pronunciation, elements of French grammar; constant practice in conversational work. In the Spring Quarter, reading and composition based on Labiche-Martin's *Le Voyage de Monsieur Perrichon* (Ginn). Text in Grammar: Walter-Ballard's *Beginners' French* (Scribners).

FRENCH IV, V, and VI—Reading of French stories such as Moliere's *Le Bourgeois Gentilhomme* and George Sand's *La Mare au Diable* (Holt); constant drill in conversation and in the elements of French Grammar.

LATIN I, II, and III—Inflectional forms and the simpler rules of syntax; special attention to pronunciation; vocabularies and derivatives; easy Latin reading and simple composition, followed later in the year by translation of Roman stories and other prose; comparison of English and Latin modes of expression; forms and constructions; chief aim a knowledge of the subject matter and its expression in smooth idiomatic English. Text: D'Ooge's *Latin for Beginners* (Ginn).

LATIN IV, V, and VI—Caesar's Gallic War, Books I, II, III, and IV, after which either the Gallic War is continued or followed by selections from Caesar's Civil War; syntax and vocabulary continued by means of text and prose composition; frequent sight translation. Text: Walker's *Caesar's Gallic War* (Scott, Foresman & Co.).

LATIN VII, VIII, and IX—Translation of six or more selected orations of Cicero; the oration as a literary type; Cicero as a man, orator, and philosopher; the Catilinarian conspiracy; private and public life in the days of Cicero; sight translation; syntax and vocabularies learned from the text by means of prose composition.

LATIN X, XI, and XII—Roman poetry as exemplified in the first six books of Virgil's Aeneid; about fifteen hundred lines from Ovid; scansion, metrical reading and syntax of poetry, together with the mythology suggested by the poems.

SCHOOL MANAGEMENT I—Nature and chief problems of the school; conditions and processes of successful teaching; problems of practical value to the young teacher. Text: Wooster's Teaching in Rural Schools (Houghton-Mifflin).

SCHOOL MANAGEMENT II—Continuation of School Management I. Text: Same as for School Management I.

METHODS OF TEACHING—General principles of methods; aim of education; materials of education; the place of observation; induction; generalization; deduction; apperception; interest; the "Five Formal Steps," their value and limitation; principles of esthetic and moral training; application of principles of methods to the teaching of the various studies of the school curriculum.

PRINCIPLES OF EDUCATION—Study of the principles underlying educational practice; biological and psychological bases of education; content and formal aims of education; instrumental, cultural, and formal values; the curriculum; administration. Text: Ruediger's Principles of Education. (Houghton Mifflin Co.).

HISTORY OF EDUCATION—Educational ideas in different countries, with special emphasis on modern and U. S. education; present tendencies in education. Text: Duggan's A Student's Textbook in the History of Education (Appletons).

PRACTISE TEACHING

Practise teaching is required of all students before completing any of the normal courses, and is done in the model (training or practise) school, under the direction of trained critics. The course of study in the model school consists of the branches taught in the best city schools and conforms to our state course of study. The work in the training school is designed to fit the student to meet the problems that will later confront him in the schoolroom.

ELEMENTARY PRACTISE TEACHING—This course coordinates with School Management I and II; observations, lesson plans, outlines, discipline, teaching devices, etc. Two periods a week for two quarters.

INTERMEDIATE PRACTISE TEACHING—Practise in the different grades, problems of the schoolroom, lesson plans, recesses, teaching, and observations. Four periods a week for two quarters.

ADVANCE PRACTISE TEACHING—Student selects the grade in which he desires to teach; work specialized, school problems, lesson plans, observations, teaching, reports, records, etc. Three periods a day for one quarter.

TEACHERS' REVIEW ARITHMETIC—Divisibility of numbers; signs of aggregation; highest common factor; common fractions; decimals; percentage; application of percentage; interest; measurements; metric system; specific gravity; miscellaneous problems. Text: Lyman's Advanced Arithmetic (A. B. Co.).

TEACHERS' REVIEW GRAMMAR—Evolution of our language; the sentence: form and use; words, phrases and clauses; their construction in sentences; complements; recognition of the parts of speech; analysis and diagramming of sentences; participles and infinitives; inflection of English words; parsing; conjugations; studies of parts of speech in selected sentences. Text: Buehler's A Modern English Grammar—Revised (Newson & Co.).

TEACHERS' REVIEW GEOGRAPHY—Maps and studies of our campus, Springfield, Bon Homme County, South Dakota, United States, South America; studies in the Nation's resources and industries; agriculture; mining; manufacturing; lumbering; fishing; what is commerce; the means of carrying it on; interdependence of the varied industries.

TEACHERS' REVIEW READING—Diacritical markings; drills in pronunciation; use of the dictionary; studies in expression; tone drills; memory gems; selected studies in prose and poetry. Text: Phillips' Natural Drills in Expression with Selections (Newton Co.).

PUBLIC SPEAKING AND READING I—Fundamental principles of breath control; voice placement; freedom of tone and correct platform deportment; short talks on topics of current interest; memory work; practise in reading; training in that analysis. Text: Curry's Foundation of Expression (Expression Co.).

PUBLIC SPEAKING AND READING II—Principles of thoughtful reading further developed; practise in different forms of talks for public occasions; more work on original addresses in fields in which class is most interested. Text: Emerson's *Evolution of Expression*, Vol. 1 and II (Emerson College Publ. Co.).

PUBLIC SPEAKING AND READING III—Reading of standard selections; story telling; relation of work to teaching in the grades; extemporaneous speaking. Text: Emerson's *Evolution of Expression*, Vol. III and IV (Emerson College Publ. Co.).

DOMESTIC SCIENCE I—Production of heat and ways of transmitting in cooking; composition and nutritive values of foods; relation of food to the body, digestion and production of tissue and energy. Recitation: Four periods per week. Laboratory: Four periods per week. Text: Bailey's *Domestic Science Principles and Application* (Webb Publ. Co.).

DOMESTIC SCIENCE II—Preservation of foods; market conditions and costs of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals. Recitation: Four periods per week. Laboratory: Four periods per week. Text: Same as for Domestic Science I.

DOMESTIC SCIENCE III—Serving; duties of hostess and waitress; diet for the sick; home sanitation. Recitation: Four periods per week. Laboratory: Four periods per week. Text: Same as for Domestic Science I.

HOUSEHOLD CHEMISTRY I—Designed to supplement the course in domestic science. Physical and chemical changes; water and water supply; the atmosphere; atomic theory; chlorine; acids, bases, and salts; formulas, equations, and valence; heat, combustion, and fuels; carbon and its compounds; carbohydrates, proteids, fats and tests for these in foods; soaps and soap-making; the hydrocarbons. Recitation: One period per week. Laboratory: One period per week. Text: Weed's *Chemistry in the Home* (Am. Book Co.).

HOUSEHOLD CHEMISTRY II—The metals; sodium and its compounds; ammonia and its compounds; baking powders, evaluation tests; chemistry of cooking; enzymes, yeast and bacteria in the household; food preservatives and antiseptics; tests for detection of hurtful artificial coloring, preservatives and adulterants in foods. Recitation: One period

per week. Laboratory: One period per week. Text: Same as for Household Chemistry I.

HOUSEHOLD CHEMISTRY III—Silicates, glass; photography; textiles; dyes and dyeing; bleaching agents; removal of stains; some common chemicals. Recitation: One period per week. Laboratory: One period per week. Text: Same as for Household Chemistry I.

DOMESTIC ART I—Chief forms of sewing; running stitch; basting; backstitch; overhanding; overcasting; hemming; making of seams; mitred and square corners; putting on band; gathering; making of plackets; sewing on tapes; patching; darning; making of buttonholes; sewing on buttons; hooks and eyes; hemstitching; decorative stitches; use and care of sewing machine. One garment made by hand is required.

DOMESTIC ART II—Making of garments from drafted and bot patterns; adjusting of bot patterns. Two undergarments are required.

DOMESTIC ART III—Simple cotton dress; fancy summer dress; costume designing; millinery work; special theoretic work. Text: Kinne and Cooley's *Shelter and Clothing* (Macmillan),

DRAWING I—Elementary free-hand drawing from life and still life; design; lettering; free-hand drawing. Pencil, crayograph, and water colors are used. Text: Soper's *Principles and Practice of Elementary Drawing* (Scott, Foresman & Co.).

DRAWING II—Beginning perspective; still life composition; landscape; plant drawing; advanced perspective; color theory. Text: Same as for Drawing I.

DRAWING III—Advanced work in drawing; still life; life and pose; plant form in color, pencil and charcoal; pencil and color studies of exteriors and interiors of buildings; still life and original composition in crayon, pencil, water-color, charcoal and water-color; picture study.

INDUSTRIAL ART—Course in applied design. Original designs for decorating raffia baskets, handbound books, tool-ed and cut leather articles; structure and technic of reed basketry; simple weaving and textile decoration.

HISTORY OF ART AND PICTURE STUDY—History of painting and sculpture from the earliest times up to the pres-

ent day; lives of the greatest artists; study of copies of the masterpieces of various nations for clear knowledge of the pictures' meaning and beauty.

MANUAL TRAINING I—Elementary woodwork and mechanical drawing, a beginning course in bench-work in wood planned to give thoro grounding in the fundamentals of the subject; care and use of common hand tools and materials used in wood-working; mechanical drawing taught in connection with woodwork.

MANUAL TRAINING II—Farm problems in woodwork and concrete construction given especially for boys living on the farm and interested in making practical things, such as eveners, hammer handles, and corn testers. Elementary principles of concrete construction work, consisting of building forms, preparing, placing, curing, and testing the concrete; buildings blocks, concrete foundations, stock tanks, fence posts, and flower boxes. Text: Blackburn's Farm Problems in Woodwork.

MANUAL TRAINING III—Elementary furniture making: (a) brief review of elementary woodwork, (b) designing and making of small pieces of furniture, (c) study of woods and wood finishes. Text: Burton's Shop Projects Based on Community Problems.

MANUAL TRAINING IV—Advanced furniture making planned for those who have taken Manual Training I and III and expect to teach manual training.

MANUAL TRAINING V—Industrial work consisting of basketry, paper and cardboard construction, planned for students expecting to teach and wishing some knowledge of hand work as taught in the first six grades.

MANUAL TRAINING VI—Practical drill in the elements of mechanical drawing and reading of blue prints.

PUBLIC SCHOOL MUSIC I—Rote songs; ear training; rhythmic and melodic dictation; sight singing. Recitation: Three periods per week. Text: Gilchrist and McLaughlin Song Reader (Ginn); Churchill-Grindell Song Book No. IV (Churchill-Grindell Co.).

PUBLIC SCHOOL MUSIC II—Sight singing; ear training; terminology; child voice; selection and presentation of material. Recitation: Three periods per week. Text: Same as for Public School Music I.

PENMANSHIP—A thoro training in neat, legible, rapid penmanship; methods of teaching the subject. Class meets three periods per week. Text: Palmer's Method of Business Writing.

ORTHOGRAPHY—Recitation two periods per week.

BOOKKEEPING I—Elementary bookkeeping; principles of bookkeeping; forms. Text: Goodyear-Marshall's Standard Accounting (Goodyear-Marshall Co.).

BOOKKEEPING II—Advanced work in general bookkeeping; cash book; journal; ledger; cash register; charge sale pads. Text: Same as for Bookkeeping I.

BOOKKEEPING III—Practical accounting; multicolumn cash book; purchase journal; sales journal; subsidiary ledgers; controlling accounts. Text: Same as for Bookkeeping I.

SHORTHAND I—Principles of Gregg shorthand; drill in speed; phrasing; methods of teaching shorthand. Text: Gregg Shorthand (Gregg Publ. Co.).

SHORTHAND II—Continuation of Shorthand I.

SHORTHAND III—Continuation of Shorthand II.

COMMERCIAL GEOGRAPHY—Physiographic and climatic influences on the resources, industries, and transportation of various countries, with special emphasis to the United States.

COMMERCIAL CORRESPONDENCE—How to write a neat and well-worded letter; thoro drill in punctuation and composition.

COMMERCIAL LAW—Elements of business law; application of principles to every-day business problems.

MUSIC

The Normal School offers thoro courses in music, partly because the subject is one that is being taught more and more in our public schools, and partly to give the students the advantage of studying music during their normal course.

For both class and private instruction in music at this school credit is given to students in their normal course. Thus one lesson a week for twelve weeks gives one-fifth of a credit, and by taking work for five years the student will receive three credits, which count toward graduation.

From time to time private and public student recitals are given, in which all students take part as soon as they are sufficiently advanced. An effort is made each year to bring before the school artists of the highest type. These recitals are of great value to the music student, as they give them the opportunity of hearing the masterpieces presented in the best manner, and afford good examples of technique, interpretation, etc.

There are also in the Normal School several musical organizations, namely, an orchestra and two chorus clubs. These meet one hour each week for practice. Students may enter these organizations and receive the benefit of the instruction and drill.

Courses are offered in piano, voice and violin. The time for completion cannot be fixed by the number of years of study or even by going thru the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued or a longer term of years spent in development.

PUBLIC SCHOOL MUSIC

This course is required of all students taking regular normal courses and is given to classes three periods a week for two terms. See Public School Music above.

VOICE

The following three courses in voice training are offered:

Preparatory Course

Fundamental principles of voice culture; correct breathing; proper tone-placement; equalization of registers; phras-

ing. Concone, Abt, and Sieber studies; easy songs for application of the principles learned.

Intermediate Course

Tone-placement and breath-control; scales and arpeggios; pure intonation and distinct enunciation; Concone, Abt, Marchesi, and Garcia studies. More difficult songs, both sacred and secular, from classic and modern composers.

Advanced Course

Advanced exercises for breath-control and tone-production; exercises for flexibility and sustained tone; interpretation. Marchesi, Garcia, and Bordogni studies; advanced songs, both modern and classic; simple arias from opera and oratorio.

PIANO

Along with the first lessons especial attention is given to the positions of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized thruout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the command of the will.

Preparatory Course

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabbog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five-Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; LeCouppay, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65; Various pieces are supplemented for the musical development of the piano student.

Intermediate Course

III—Daily work in scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op.

66; Le Couppey (La Difficulte); Compositions by Grieg, Goddard, Scharwenka, and Chaminade.

Advanced Course

V—Plaidy, more advanced work in scales. Kullak, Octave Studies; Loeschhorn, p. 67. Mendelssohn, Songs without Words; Field, Nocturnes. Sonatas by Haydn, Mozart; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, daily studies. Special work in legato and staccato scales. Bach, two part inventions. Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubinstein, and Grieg.

Concertos by Mozart, Beethoven and Mendelssohn.

VIOLIN MUSIC

Preparatory—Care of the Violin, correct position of the left hand and bow-arm, and relaxation of muscles of hands and forearms.

Methods by Hohmann and Dancla, scales by David and Trindelli, collections of simple pieces edited by Kelley, Lehmann, and Dancla are used.

For the more advanced students the famous Kreutzer, Fiorilli, and Rode Etudes are taught. Composition by Wieniawski, Singelle, DeBeroit, Hauser, and those of other standard composers are used.

Perfect intonation is insisted upon, and tone quality and a thoro understanding of the essential principles of bowing are impressed upon the student.

Students are given opportunity to appear in the frequent private recitals, and the more advanced in the public concerts.

HARMONY AND HISTORY OF MUSIC

Candidates for graduation in voice, piano, and violin must in addition to the regular course, have one year of harmony two lessons each week, and one year of Musical History one lesson each week.

All students are required to take part and attend all recitals and concerts prescribed by the head of the department.

LIST OF GRADUATES AND STUDENTS

GRADUATES IN 1918

Advanced Normal Course

Benesh, Edward J.	Tyndall	Bon Homme
Chladek, Anna S.	Verdigre, Neb.	Knox
De Beer, Mary E.	Harrison	Douglas
Eriksen, Sarah R.	Sioux City, Ia.	Woodbury
Lucas, Cecilia M.	Newell	Butte
Matson, Melvie C.	Vermillion	Clay
Neuharth, John J.	Menno	Hutchinson
Provost, Harriet E.	Springfield	Bon Homme
Stephens, Rachel C.	Springfield	Bon Homme
Thomas, Grace G.	Springfield, R. F. D.	Bon Homme
Treat, Julia N.	Springfield	Bon Homme
Wipf, Alice	Freeman	Hutchinson

Intermediate Normal Course

1918

Baker, Mary W.	Fairfax	Gregory
Bardell, Elizabeth A.	Scotland	Bon Homme
Benesh, Lewis C.	Tyndall	Bon Homme
Buck, Blanche E.	Springfield, R. F. D.	Bon Homme
De Beer, Irene J.	Harrison	Douglas
Dougherty, J. Verdon	Avon	Bon Homme
Eernisse, Luverne L.	Armour	Douglas
Hewer, Theresa E.	Utica	Yankton
Hinek, Anna S.	Tyndall	Bon Homme
House, Launah S.	Springfield	Bon Homme
Kelly, Benjamin C.	Menno	Hutchinson
Lee, Grace E.	Springfield	Bon Homme
Lucas, Grace L.	Newell	Butte
Mahaffa, Hattie R.	Millboro	Tripp
Maxwell, Ellen L.	Tyndall	Bon Homme
Miller, Marguerite H.	Tabor	Yankton
Nelson, Louise C.	Tabor	Yankton
Papritz, Katherine M.	Akron, Ia.	Plymouth
Paulson, Josie L.	Platte	Charles Mix
Pereboom, Eva R.	Burke	Gregory
Slasor, Floyd M.	Springfield, R. F. D.	Bon Homme
Van Haitsma, Frances C.	Springfield	Bon Homme
Wehde, Wilma M.	Platte	Charles Mix

Elementary Normal Course**1918**

Anderson, Dorothea E.	Kirley	Stanley
Anderson, Glenora C.	Kirley	Stanley
Billings, Vera G.	Geddes	Charles Mix
Buss, Johanna W.	Marion	McCook
Byrne, Helen H.	Springfield, R. F. D.	Bon Homme
Cowell, Almira E.	Geddes	Charles Mix
Crow, Silvia M.	Springfield, R. F. D.	Bon Homme
Cunningham, Anna L.	Springfield	Bon Homme
Curl, Lillian C.	Springfield, R. F. D.	Bon Homme
Davis, Marie M.	Scotland	Bon Homme
Erickson, Esther S.	Springfield, R. F. D.	Bon Homme
Hannemann, Ida B.	Milltown	Hutchinson
Ike, Gladys R.	Herrick	Gregory
Kaftan, Elsie J.	Tyndall	Bon Homme
Larson, Erma G.	Corsica	Douglas
Larson, Myrtle T.	Corsica	Douglas
Marchant, Gertrude M.	Scotland	Bon Homme
Mart, Helen M.	Wakonda	Clay
McCain, Minnie L.	Sioux Falls	Lincoln
Radway, Myrtle M.	Elbon	Haakon
Sneider, Lydia H.	Scotland	Bon Homme
Talsma, Margaret	Springfield, R. F. D.	Bon Homme
Treat, Margie	Springfield	Bon Homme
Vandall, Lucille V.	Lake Andes.	Charles Mix
Ziegler, Hazel R.	Delmont	Douglas

Music Course**1918**

Lucas, Grace L.	Newell	Butte
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Commercial Course

Thies, Clara A.	Pomeroy, Ia.	Calhoun
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STUDENTS IN ATTENDANCE DURING THE YEAR

1918-'19

Senior Class (Sixth Year)

Dierenfield, Gertrude E.	Gregory	Gregory
Keller, Madge A.	Alexandria	Hanson
Lancaster, Hazel K.	Dallas	Gregory
Lorenson, Avis I.	Lucas	Gregory
Lorenson, Elda J.	Lucas	Gregory
McCollum, Catherine L.	Akron, Ia.,	Union, S. D.
Mensch, Katherine	Freeman	Hutchinson
Mills, Hazel G.	Springfield	Bon Homme
Peirce, Esther V.	Lynch, Neb.	Boyd
Rose, Mary J.	Kimball	Brule
Smith, Ethel I.	Dante	Charles Mix
Taff, Myrtle M.	Vermillion	Clay
Weisser, Kathryn M.	Tyndall	Bon Homme

Junior Class (Fifth Year)

Ailes, Emily L.	Winner	Tripp
Allard, Chester C.	Bridgewater	McCook
Anderson, Ethel B.	Platte	Charles Mix
Bakker, Rensche	Avon	Bon Homme
Benson, Bertha H.	Springfield	Bon Homme
Bollinger, Lydia E.	Bridgewater	McCook
Brewster, Vivian E.	Vermillion	Clay
Colgan, Nettie M.	Tyndall	Bon Homme
Crow, Eva E.	Springfield	Bon Homme
Dunn, Rubie P.	Platte	Charles Mix
Graber, Hulda	Freeman	Hutchinson
Hegstrom, Gertrude L.	Lawton, Ia.	Woodbury
Hentges, Margaret C.	Parker	Turner
Hornstra, Grace	Springfield, R. F. D.	Bon Homme
Howard, Hazel I.	Lawton, Ia.	Woodbury
Keller, Lela J.	Alexandria	Hanson
Kibble, Ethel R.	Springfield	Bon Homme
Larson, Minnie S.	Bridgewater	McCook
Mettler, Mabel	Colome	Tripp
Peterson, Vera O.	Akron, Ia.	Union
Richards, Florence E.	Kimball	Brule
Shoemaker, Florence V.	Alexandria	Hanson
True, Frances V.	Kingsburg	Bon Homme
Wenzlaff, Susie Caroline	Springfield	Bon Homme

Fourth Year

Beyer, Frieda C.	Burt, N. Dak.	Hettinger
Brink, Allie	Harrison	Douglas
Brown, Bernice M.	Springfield	Bon Homme
Burkhead, Lael E.	Sioux City, Ia.,	Woodbury
Buss, Effie M.	Marion	McCook
Dykstra, Bertha H.	Running Water ..	Bon Homme
Eggers, Ruth H.	Avon	Bon Homme
Groves, Ella E.	Parkston	Hutchinson
Hannemann, Ida B.	Milltown	Hutchinson
Harty, Helen G.	Dante	Charles Mix
Kaftan, Mary J.	Tyndall	Bon Homme
Kubal, Christina G.	Geddes	Charles Mix
Lisle, Jennie E.	Renner	Minnehaha
McKenna, Adelyn N.	Tyndall	Bon Homme
McNeely, Ella A.	Avon	Bon Homme
Monfore, Clarice J.	Springfield	Bon Homme
Nelson, Lilda B.	Delmont	Charles Mix
Nieuwenhuis, Deda	Corsica	Douglas
Nieuwenhuis, Ida J.	Corsica	Douglas
Schultz, Ane P.	Ethan	Davison
Smits, Ruby	Harrison	Douglas
Talsma, Margaret	Springfield, R.F.D.	Bon Homme
Thomas, Jane T.	Springfield, R.F.D.	Bon Homme
Thorson, Elnora H. M. . .	Meckling	Clay
Treffry, Ralph P.	Springfield, R.F.D.	Bon Homme
Turner, John A.	Springfield	Bon Homme
Vandall, Lucile V.	Lake Andes	Charles Mix
Voigt, Laura C.	Avon	Bon Homme
Walpole, Harriett B.	Springfield	Bon Homme
Waterman, Mary	Huron	Beadle
Wilkinson, Ethel	Beresford	Lincoln
Wilkinson, Myrtle	Beresford	Lincoln

Third Year

Anderson, Emma L.	Viborg	Turner
Barth, Arthur L.	Olivet	Hutchinson
Benesh, Alfred J.	Tyndall	Bon Homme
Boegler, Alvaro A.	Olivet	Hutchinson
Boegler, Erma J.	Olivet	Hutchinson
Burnett, Bertha M.	Centerville	Lincoln
Carlson, Edith I.	Witten	Tripp
Cunningham, Anna L.	Springfield	Bon Homme
Dawes, Clara L.	Tyndall	Bon Homme
Dawes, Ella M.	Tyndall	Bon Homme
Dempster, Anna M.	Springfield, R.F.D.	Bon Homme
DeRoos, Nellie C.	Springfield, R.F.D.	Bon Homme

Duguid, Marion I.	Springfield	Bon Homme
Dvorak, Anna M.	Tabor	Bon Homme
Ebeling, Dirk	Springfield, R. F. D.	Bon Homme
Garner, Ruth M.	Dallas	Gregory
Gillette, Ida M.	Olivet	Hutchinson
Glassing, Hazel C.	Centerville	Turner
Grimm, William A.	Olivet	Hutchinson
Gunderson, Lillian C.	Flandreau	Moody
Hanneman, Martha D.	Milltown	Hutchinson
Holleman, Urban W.	Springfield	Bon Homme
Johnson, Irene H.	Springfield	Bon Homme
Jonkers, Elsie	Springfield, R. F. D.	Bon Homme
Kreber, Frances M.	Tyndall	Bon Homme
Logterman, Dora	Springfield, R. F. D.	Bon Homme
Martens, Julia D.	Platte	Charles Mix
Matteson, Edith A.	Millboro	Tripp
Meyer, Ella C.	Gregory	Gregory
Nelson, Helena M.	Tabor	Bon Homme
Nicholson, Hazel D.	Platte	Charles Mix
Oakland, Myrtle S.	Corsica	Douglas
Olson, Mabel	Millboro	Tripp
Pereboom, Clara L.	Burke	Gregory
Pereboom, Theresa M.	Burke	Gregory
Phillipson, Claudia E.	Dallas	Gregory
Phillipson, Norma L.	Dallas	Gregory
Riggs, Winona	Santee, Neb.	Knox
Robbenolt, Winifred	Delmont	Charles Mix
Rybak, Stella A.	Academy	Brule
Seibert, Nola I.	Herrick	Gregory
Shiley, Vera M.	Olivet	Hutchinson
Slattery, Helen R.	Springfield	Bon Homme
Smith, Faye L.	Avon	Bon Homme
Smith, Hazel V.	Mullen	Gregory
Smits, Deda	Harrison	Douglas
Steffen, Matilda E.	Olivet	Hutchinson
Strohm, Violet E.	Colome	Tripp
Teeters, Emma C.	Springfield	Bon Homme
Thomas, William C.	Springfield, R. F. D.	Bon Homme
Thomson, Anna M. H.	Platte	Charles Mix
Turngeon, Isabel I.	Herrick	Gregory
Walker, Beatrice J.	Tripp	Hutchinson
Walkes, Hobart F.	Avon	Bon Homme
Warner, Charles G.	Springfield	Bon Homme

Second Year

Adams, Anna M.	Gooby	Tripp
Allard, Adella E.	Bridgewater	McCook
Anderson, Alvera A.	Hamill	Tripp
Arnold, Mildred F.	Dallas	Gregory
Bangert, Lillian P.	Avon	Bon Homme
Barth, Dora A.	Olivet	Hutchinson
Benedict, Marian A.	Springfield	Bon Homme
Bennett, Catheryn H.	Springfield	Bon Homme
Boardman, Hazel A.	Verdel, Neb.	Knox
Bray, Volney H.	Running Water ..	Bon Homme
Brown, Harold J.	Springfield	Bon Homme
Buus, Anna S.	Wagner	Charles Mix
Cermak, Mary F.	Dante	Charles Mix
Cooley, Alma	Burke	Gregory
Crosley, Maude E.	Springfield	Bon Homme
DeLong, Gladys L.	Springfield	Bon Homme
Den Ouden, Cornelia	Springfield, R. F. D.	Bon Homme
Doorn, Gertrude	Harrison	Douglas
Dreyer, Mellie H.	Carter	Tripp
Drha, Helen C.	Kingsburg	Bon Homme
Duguid, Eleanor G.	Springfield	Bon Homme
Eberle, Peter	Olivet	Hutchinson
Eberle, Robert P.	Olivet	Hutchinson
Fisher, Grace M.	Tyndall	Bon Homme
Freese, Tallie M.	Tabor	Bon Homme
Goeken, Henry	Scotland	Bon Homme
Holleman, Clara G.	Springfield, R. F. D.	Bon Homme
House, Harold L.	Springfield	Bon Homme
King, Bertha	Springfield	Bon Homme
Koch, Lydia P.	Olivet	Hutchinson
Kramar, Henrietta F.	Tabor	Bon Homme
Lawson, Goldie M.	Alcester	Union
Loper, Alma F.	Fairfax	Gregory
Lorenson, Florence L.	Lucas	Gregory
Marks, Hazel L.	Tyndall	Bon Homme
McCormack, Mary E.	Springfield, R. F. D.	Bon Homme
McKenna, Leo A.	Wagner	Charles Mix
McNeely, Daisy O.	Avon	Bon Homme
Morgenthaler, Rose E.	Reliance	Lyman
Morton, Charles O.	Springfield, R. F. D.	Bon Homme
Oelrich, Clara Z.	Springfield, R. F. D.	Bon Homme
Peterson, Martha A.	Springfield, R. F. D.	Bon Homme
Pier, Hugh M.	Kingsburg	Bon Homme
Potthast, Esther R.	Springfield, R. F. D.	Bon Homme
Potthast, Lillie R.	Springfield, R. F. D.	Bon Homme

Roberts, Helen-Marie O.	Millboro	Tripp
Roddan, Alice M.	Springfield	Bon Homme
Salmen, Lillian M.	Fairfax	Gregory
Sanborn, Emma E.	Springfield, R. F. D.	Bon Homme
Slasor, Austin H.	Springfield, R. F. D.	Bon Homme
Slasor, Wallace A.	Springfield, R. F. D.	Bon Homme
Slear, Edna M.	Yankton	Yankton
Smith, Clara B.	Springfield, R. F. D.	Bon Homme
Sorenson, Thelma L.	Springfield, R. F. D.	Bon Homme
Sparks, Elsie G.	Colome	Tripp
Steckman, Maude E.	Mullen	Gregory
Swanda, Anna A.	Gregory	Gregory
Talcott, Helen G.	Carter	Tripp
Tendolle, Esther	Springfield, R. F. D.	Bon Homme
Thompson, Frankie T.	Canton	Lincoln
Treat, Theodore N.	Springfield	Bon Homme
Tuinstra, Florence M.	Avon	Bon Homme
Turner, Hebe G.	Springfield	Bon Homme
Van Duysen, Effie I.	Avon	Bon Homme
Ver Steeg, Bertha	Harrison	Douglas
Verzani, Lucy L.	Delmont	Charles Mix
Wenzlaff, Eduard L.	Tolstoy	Potter
Wilkinson, Mabel	Beresford	Lincoln
Woerth, Eva V.	Kimball	Brule
Zeek, Thelma	Springfield	Bon Homme

First Year

Aney, Onalee M.	Springfield	Bon Homme
Bangert, Roland F. R.	Tyndall	Bon Homme
Bennett, Elizabeth H.	Springfield	Bon Homme
Benson, Laurence B.	Springfield	Bon Homme
Bray, John M.	Running Water.	Bon Homme
Buss, Dora K.	Marion	McCook
Campbell, Russell C.	Avon	Bon Homme
Chitwood, John L.	Springfield	Bon Homme
Cook, Elma M.	Springfield, R. F. D.	Bon Homme
Curl, Melissa M.	Springfield, R. F. D.	Bon Homme
Daniels, Blanche M.	Springfield, R. F. D.	Bon Homme
Dean, Frederick W. L.	Scotland	Hutchinson
De Roos, Amanda M.	Springfield, R. F. D.	Bon Homme
Duncan, Esther B.	Beresford	Clay
Furrow, Dorothy O.	Parkston	Hutchinson
Galer, Gladys F.	Springfield	Bon Homme
Galer, Ralph F.	Springfield	Bon Homme
Greer, Nellie M.	Wagner	Charles Mix
Grim, Don	Springfield, R. F. D.	Bon Homme
Gunderson, Huldah E.	Flandreau	Moody
Haines, Lena M.	White Lake	Aurora

Hansen, Anna M.	Hurley	Turner
Hansen, Marie C.	Springfield, R. F. D.	Bon Homme
Hanson, Lillian M.	Kadoka	Jackson
Henderson, Clio E.	Springfield	Bon Homme
Henderson, Leona M.	Springfield	Bon Homme
Hoff, Alvina	Springfield	Bon Homme
Holland, Myrtle H.	Geddes	Charles Mix
Holleman, Joseph H.	Springfield, R. F. D.	Bon Homme
Horner, Alice F.	Springfield, R. F. D.	Bon Homme
Hornstra, Kathryn	Springfield, R. F. D.	Bon Homme
Jensen, Frances	Hurley	Turner
Jilek, Alice E.	Tyndall	Bon Homme
Jilek, Sylvia R.	Tyndall	Bon Homme
Kane, Mary L.	Springfield	Bon Homme
Kocian, Helen R.	Tripp	Hutchinson
Kramar, Blanche A.	Tabor	Bon Homme
Krug, Blanche E.	Tyndall	Bon Homme
Lange, Gould R.	Wewela	Tripp
Mach, Grace D.	Lesterville	Yankton
Mader, Elizabeth E.	Armour	Charles Mix
Mader, Mabel M.	Armour	Charles Mix
Malone, Harold J.	Running Water	Bon Homme
McCann, Leo C.	Tabor	Bon Homme
McClanahan, Grace I.	Springfield, R. F. D.	Bon Homme
McCollum, Florence P.	Springfield, R. F. D.	Bon Homme
Meiers, Clara	Avon	Bon Homme
Michel, Henrietta D.	Springfield	Bon Homme
Monfore, Frank B.	Springfield, R. F. D.	Bon Homme
Monson, Emma M.	Reliance	Lyman
Nelson, Lillie S.	Delmont	Charles Mix
Nelson, Mary M.	Tabor	Bon Homme
Nelson, Opal J.	Delmont	Charles Mix
Novak, Emil A.	Yankton	Yankton
Oelrich, Effie C.	Springfield, R. F. D.	Bon Homme
Patterson, Goldie A.	Colome	Tripp
Paulson, Elizabeth	Yankton	Yankton
Paulson, Katrina A.	Yankton	Yankton
Poppens, Swannie	Tea	Lincoln
Pothast, Raymond A.	Springfield, R. F. D.	Bon Homme
Racely, Marguerite A.	Center, Neb.	Knox
Rehurek, Elsie O.	Tabor	Bon Homme
Rowe, Goldie	Witten	Tripp
Sammons, Grace C.	Colome	Tripp
Sattler, Ella R.	Avon	Bon Homme
Scherer, Agnes J.	Wagner	Charles Mix
Severns, Eunice A.	Ravinia	Charles Mix
Sherard, Zola P.	Hurley	Turner

Slade, Maude P.	Tyndall	Bon Homme
Slattey, Thomas	Springfield	Bon Homme
Strohm, Elva E.	Colome	Tripp
Sundquist, Estrid A.	Delmont	Charles Mix
Svatos, Arthur M.	Yankton	Yankton
Swanda, Frances A.	Gregory	Gregory
Taskey, Marie S.	Dallas	Tripp
Treffry, Paul W.	Springfield, R. F. D.	Bon Homme
Uken, Helmut H.	Springfield	Bon Homme
Usher, Vera A.	Dallas	Tripp
Van Enter, Johanna H.	Marion	McCook
Vavruska, Hattie A.	Tyndall	Bon Homme
Wagner, Anna A.	Olivet	Hutchinson
Walkling, Adolph W.	Springfield, R. F. D.	Bon Homme
Wallace, Noma O.	Lower Brule	Lyman
Watwood, John M.	Springfield, R. F. D.	Bon Homme
Wesseling, Dorothy	Springfield	Bon Homme
Wood, Gertrude M.	Geddes	Charles Mix
Wygat, Ussel E.	Colome	Tripp
Yager, Hattie E.	Yankton	Yankton

Special Normal

Bardell, Elizabeth A.	Scotland	Bon Homme
Byrne, Helen H.	Springfield, R. F. D.	Bon Homme
Chladek, Anna S.	Verdigre, Neb.	Knox
DeBeer, Mary E.	Harrison	Douglas
Erickson, Esther S.	Springfield, R. F. D.	Bon Homme
Ericksen, Sarah R.	Sioux City, Ia.,	Woodbury
Hansen, Minnie A.	Centerville	Turner
Hinek, Anna S.	Tyndall	Bon Homme
House, Alice L.	Springfield	Bon Homme
Kelly, Benjamin C.	Menno	Hutchinson
Larson, Erma G.	Corsica	Douglas
Lee, Grace E.	Springfield	Bon Homme
Lindsey, Alta R.	Santee, Neb.	Knox
Lucas, Cecilia M.	Newell	Butte
Marchant, Gertrude M.	Scotland	Bon Homme
Matson, Melvie C.	Vermillion	Clay
Maxwell, Ellen L.	Tyndall	Bon Homme
Nelson, Beulah V.	Wakonda	Clay
Neuharth, John J.	Menno	Hutchinson
Papritz, Katherine M.	Akron, Iowa	Plymouth
Pereboom, Eva R.	Burke	Gregory
Stephens, Rachel C.	Springfield	Bon Homme
Thomas, Grace G.	Springfield, R. F. D.	Bon Homme
Treat, Margie	Springfield	Bon Homme
Van Haitsma, Frances C.	Springfield	Bon Homme
Wipf, Alice	Freeman	Hutchinson

Normal—Commercial Students

Fitzgerald, Gertrude M.	Wagner	Charles Mix
Hoff, Reuben B.	Springfield	Bon Homme
Hruska, Pauline M.	Tabor	Bon Homme
Kaftan, Emil M.	Tyndall	Bon Homme
Kozel, Christina R.	Tabor	Bon Homme
La Barge, Mary C.	Ravinia	Charles Mix
Larson, Alice V.	Beresford	Clay
McKenna, Leora M.	Wagner	Charles Mix
McKim, Evelyn M.	Wendte	Stanley
Michel, Charles W.	Springfield	Bon Homme
Mills, Addie L.	Fairfax	Gregory
Schmalstieg, Anna C.	Wagner	Charles Mix
Souhrada, Tillie C.	Tabor	Bon Homme
Thies, Clara A.	Pomeroy, Ia.,	Calhoun
Uken, Jannatta W.	Wagner	Charles Mix
Van Gerpen, John A.	Avon	Bon Homme
Wenzlaff, Myra R.	Springfield	Bon Homme

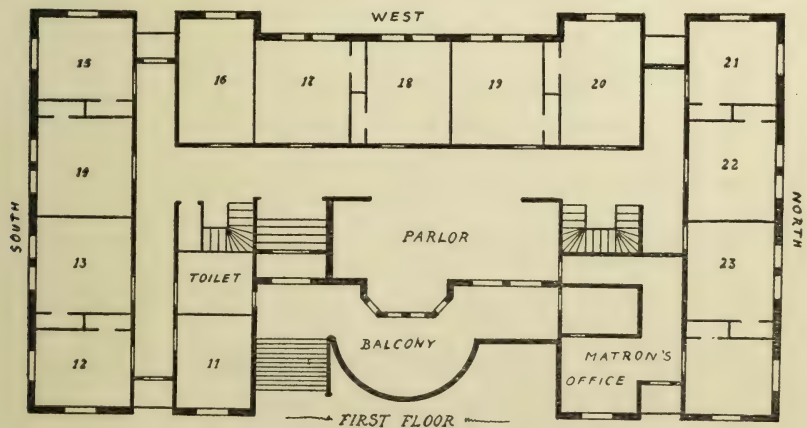
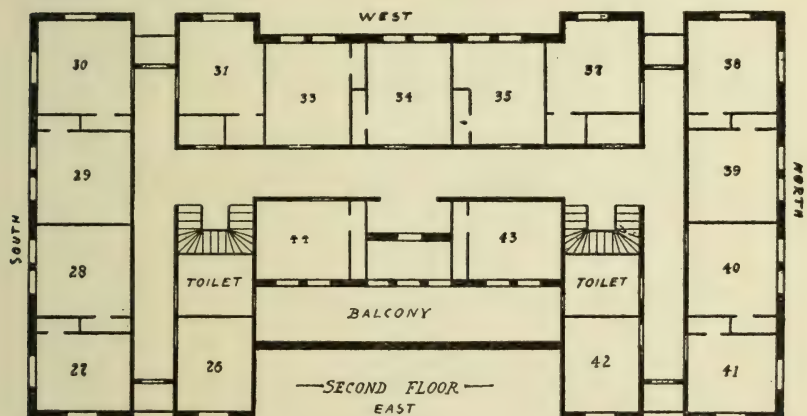
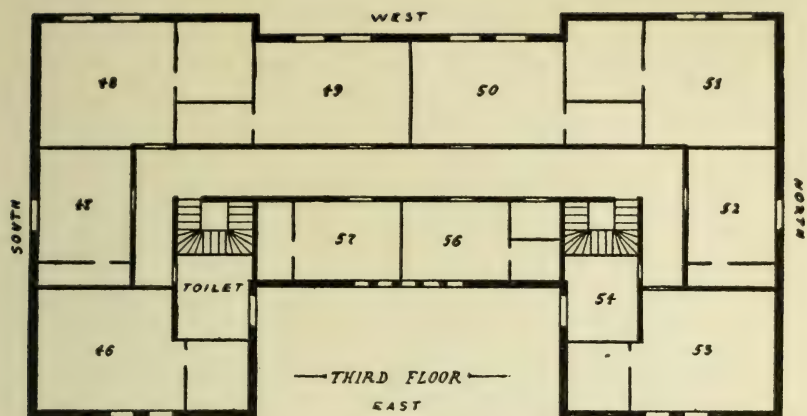
Special Music Students

Bordewyk, Lilah P.	Huitema, Clara M.
Crockett, Marjorie D.	Maarsingh, Gertrude
Daniels, Florence	Maarsingh, Sadie
De Groot, Rensella	Martin, Enid L.
Duguid, Robert H.	Mesman, Anna C.
Echelberger, Ellen O.	Michel, Emilie G.
Echelberger, Wayne F.	Monfore, Wayne
Goodenough, Eone P.	Schultz, Tobias A.
Gronvold, Susan	Snowden, Donald
Holleman, Aike T.	Stephens, Robert B.
Holleman, Joyce I.	Talsma, Martha
Hopkins, James S.	Walpole, Jane A.
Hopkins, Jessie	Wierda, Tressa F.
Hopkins, Robert E.	Woods, Harold F.

SUMMARY OF ATTENDANCE

Senior (sixth year) students.....	14
Junior (fifth year) students.....	24
Fourth year students.....	32
Third year students.....	55
Second year students.....	70
First year students.....	88
Special Normal students.....	26
Normal-Commercial students.....	17
Special music students.....	28

Total enrollment for school year..... 354



PLAN OF ROOMS—SUMMIT HALL

PRICES OF ROOMS

in Summit Hall per week for **each** person.

30c for Rooms 22, 23, 39, 40, 52.

40c for Rooms 11, 16, 17, 18, 19, 20, 26, 31, 33, 34, 35, 37,
42, 46, 48, 49, 50, 51, 53, 54.

50c for Rooms 13, 14, 21, 28, 29, 38, 43, 44, 47, 56, 57.

60c for Rooms 12, 15, 27, 30, 41.

For the Summer Quarter all rooms are 50c for each person per week.

Rooms 46, 48, 51, 53 are for four persons each.

Rooms 49, 50 for three persons each.

Room 54 for one person; all other rooms for two persons each.

Note: **Each** person desiring a room reservation is required to deposit \$1.00, which will be returned when room rent is paid.

ORDER BLANK FOR ROOM RESERVATION.

....., 19....
Address Date

State Normal School,
Springfield, S. D.

Inclosed find \$1.00 (check, money order, currency)

for which please reserve a place for me in Room No.....

at.....c per week. In case the room has been reserved,

I have the following choices:

Second Choice: Room No....., at....c per week.

Third Choice: Room No., at....c per week.

Fourth Choice: Room No....., at....c per week.

.....
Name in full.

After filling out reservation blank, cut on the dotted line and mail this page to the Normal along with reservation fee.

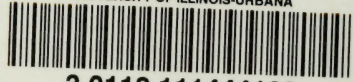
1880

1881

1882

1883

UNIVERSITY OF ILLINOIS-URBANA



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